

# School Activities

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# School Activities

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# As the Editor Sees It

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We have just read newspaper accounts of three athletic malodors.

Malodor No. 1. A basketball coach slugged an official following an interscholastic game. Penalty—he was barred from his own gymnasium during the following tournament in which his team played.

Malodor No. 2. A basketball official signed a contract to officiate at a certain game. On the morning of the game he called up to state that he was ill and had been in an automobile accident and would be unable to work. It was later discovered that his story didn't ring true; he officiated at another game on that same night. Penalty—one year suspension by the state athletic association.

Malodor No. 3. Five high school athletes played on a team which participated in the American Legion junior baseball championship tournament. Gifts were planned for these boys, and the state athletic association was asked about the effect on eligibility of such awards. Rings, costing about one dollar each, were okayed by the association officials, but jackets, costing around ten dollars each, were ruled out. However, a member of the sponsoring group surreptitiously handed the boys their jackets with instructions that they were not to be worn (?????). Penalty—one year of ineligibility for these five boys.

Our point in mentioning these smelly affairs? (1) To compliment the respective state athletic associations on prompt and justifiable handling of the cases; (2) to emphasize the fact that examples of such unethical and unsportsmanlike conduct are rare; and (3) to express regret that the thousands of illustrations of the good sportsmanship which nearly all coaches preach and practice go unheralded in the press.

A "Victory Garden" represents a fine summer project for almost any community, but here is a pertinent suggestion. Making the group, as a whole, responsible for the entire garden will not be as successful as making each individual member responsible for a par-

ticular section of it. In the former case the loafers and absentees will disorganize the activity and wreck morale, while in the latter, individual responsibility and spirit of competition aroused by the appearance of the other members' sections will mean more effective efforts.

Campaigns for the sale of Defense Stamps have been held and are still being held in many, many American schools, and desirable publicity has been given to this worthy cause. However, little publicity has been given to the many instances in which young folks (as well as adults) have immediately, or shortly thereafter, "cashed in" their stamps. The point that needs stressing is that a student who buys and then cashes in his stamps is a bluff, a stuffed shirt and a cheat—an unpatriotic person who does not deserve to be defended.

"Blank High School Makes Extra-Curricular Work Compulsory," runs the heading of a recent magazine story which tells how 150 students out of the total enrollment of 400 participate in one of the school's activities—glee clubs. We are skeptical about the accuracy of the headline, but if it is accurate, we are skeptical of the ultimate success of the plan. Which means that we do not believe in making the ECA compulsory.

Another higher institution of learning, New York University, joins a half-dozen others and drops interscholastic football. Reason? It hasn't paid financially. The implication is, obviously, that it doesn't pay educationally, and hence can make no justifiable demands on general college funds.

Few of the academic courses of any college are financially profitable, but they are considered educationally so and hence have easy access to bank accounts.

Our guess is that many additional colleges and universities—and not a few over-footballed secondary schools—will abolish interscholastic competition during the next five years, and that in many others the schedule will be limited.



# Problems of the Homeroom Teacher

RUSSEAU once said, "To teach children you must first know children. Study your child for most assuredly you do not know him." These encomiums have come ringing down the centuries because they express most forcibly a fundamental principle in education.

If our objective is to understand the pupil, giving tests and ascertaining a great many facts about him is of unquestionable value, but not in itself sufficient. We must also have some insight into his personal, intimate feelings and the motivations back of present behavior patterns.

Unfortunately, academic records—based on achievements in stereotyped subject matter courses—are seldom helpful in this respect. Too often they give objective data regarding the student's weight, height, I.Q., etc., but seldom furnish any clue as to how he feels about these basic measurements. Obviously it is the pupil's feelings about measurements rather than the measurements *per se* which are most likely to influence his behavior. This is perhaps more true of adolescence than of any other age group. Too often teachers find hypnotic security behind the illusory smoke-screen of such hypothetical concepts as the average, class mean, sigma, or other concepts which do not exist in flesh, blood, and bones.

There is abundant evidence to show that each student should be studied, not with reference to the average, norm, or mean, but with regard to his family experiences, community mores, habit systems, emotional conflicts, and growth patterns. This principle is more applicable to mental, social and emotional than to physical growth patterns.

Research shows that much of our social behavior has its root in the original social situation of the family home life. Here the child creates his own private world—with meanings both clear and distorted. The persistence of these distortions have been underestimated by many teachers. Their far-reaching nature influences his attitudes towards health, work, play and the great drama of events going on within himself. (Students of mental hygiene tell us that "we must even square with the things that lie within.") Knowing the student's likes and dislikes, his pre-disposition to act in certain ways, permits one to establish rapport with him and at the same time more adequately to comprehend the deeper meanings subsumed by his casual remarks.

The homeroom is the pupils' school home. It is here that he and his associates come to grips with the personal and social problems that affect most vitally the adolescent of to-

LYMAN B. GRAYBEAL

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day. Behind closed doors the homeroom teacher and his group democratically share in the analysis, comprehension, and implementation of the vital issues of the day—in the creation and interpretation of the pupils' social and emotional world.

The homerooms can best teach democracy only as they become a democracy in operation, with or through the beliefs which are basic to democratic living. They must exemplify such beliefs in all of their practices.

The homerooms must become a means through and by which all individuals—pupils, teachers, administrators, parents, and others—grow to the maximum of their capacity, build a better personality, learn in all relationships to develop co-operative interactive social action, learn to use prepared in advance outside conclusions as a datum and not as a dictum, and learn to trust in, respect, and utilize the appeal to reason in all social relationships, so that acting on the best thinking available at all times may become a part of their social, emotional, and organic structure.

In the midst of today's social, economic, military and civic bombardment, the homeroom teacher must face the realism of a world at war. He must think about what can be done to prevent a feeling of hopelessness among his pupils. A feeling that the world's going to pieces. He must hold to the long-range view—that today's students must tomorrow nurse a torn world back to health. And, looking ahead, take into account the problems that war and peace don't solve in themselves. He must help arm citizen-soldiers to fight the ills that beset democracy from within. Ills caused by the failure of people to understand the importance and methods of conserving human and natural resources. Courage and understanding are the artillery for this citizen army.

In preparing boys and girls to do their part in building a better world tomorrow, the homeroom teacher is likely to find himself face to face with certain problems of attitude—problems such as the feeling of insecurity, the futility of effort, and that this age is doomed.

It is the duty of the homeroom teacher to show that human life is valuable—to point out that even today there are human beings

striving to build a better life for all. To remind his pupils that the men and women who have affected the course of thought and events throughout history have had the character that did not hesitate to face the issues, accept the challenges, seize the opportunities, rise to the occasion, and use the power accorded them.

He must help youth to see that the long-time battle for democracy must be won by the schools, that boys and girls of today are the America of tomorrow, and that our greatest service, now as always, is for the rearing on this continent of a generation of free men and women capable of preserving their own strength and the great heritage of freedom throughout the world. Their responsibility is plain—to spend their days and nights in preparing themselves as never before for the time when their abilities or active services will be in demand.

Obviously, some now in the field of education will form part of our Army and Navy, some will help to man our industrial plants and operate our farms, and some will become ready in various phases of our war effort but the vast majority will and should remain in school. Many important problems lie ahead—in the not too distant offing. Human beings will need food, clothing and shelter. Children must be cared for while parents work in industries. Farmers will need help in preparing the soil, planting, growing and harvesting crops. Homes will need repairing, sections of our cities will need cleaning, etc.

The teacher who comprehends and interprets to his pupils subject-matter in this confused, inconsistent, and crazy world, becomes a more important personage than he was in past decades. His roll is not only to ask and answer questions, but to question answers. Since the most important questions of the day don't have any answers, and since questions with definite answers are not most educative in nature, the homeroom teacher finds himself in the precarious roll of a guide, counselor, philosopher, and friend. His problem is to stimulate, encourage, direct and help pupils to formulate for themselves, hypotheses, examine and test them, while ever looking for further evidence throwing light on same. In this respect the influence of a great teacher transcends all geographical, state, and national boundaries.

Our nation has a need for healthy, vigorous citizens. To make this possible there must be the security of work, adequate and suitable food, health services, educational and recreational opportunities, secure family and religious values.—*Rosalin Cassidy in Progressive Education.*

## Conservation in the School and Home

W. F. SIMPSON

Wabasso Independent School District  
Wabasso, Minnesota

A PROGRAM is being sponsored in the Wabasso, Minnesota, Public Schools in furtherance of the war effort. As a nucleus of the program, a special defense stamp booth was constructed, and the sale of stamps supervised by members of the student council. After two months of operation, records showed that \$800 worth of stamps had been sold. (The school population is 325).

Conservation in the use of paper towels, school supplies, and other commodities both



Conservation Headquarters

in the school and the home was urged by a display in the first-floor corridor. The same idea was carried out in homerooms and in the classrooms in themes, posters, and oral discussion. In cooperation with home economics and manual training classes the importance of conservation in food, clothing, and materials is being impressed upon all pupils in this school.

Every citizen of a free nation owes to his nation obedience to law.—*McElroy.*

# Questions for the Assembly Committee

IN MANY secondary schools the assembly committee is the most important committee of the student council. Not only is the work of this committee important, but also the experiences and the opportunities for the student members of the committee to learn are exceedingly valuable. The following questions do not make a comprehensive list, but rather suggest some of the significant problems which the assembly committee should consider each year:

1. Has the committee made a careful study of the commonly recognized objectives of the assembly?
2. Does the student body also understand the "why" of school assemblies? Or do they think only in terms of entertainment?
3. Are assembly programs scheduled far in advance?
4. Do you have a regularly scheduled period for assemblies?
5. Are the same students used on the program too frequently?
6. Does your committee work hard to make the assembly program interesting, instructive and inspiring? (These three I's of the assembly should be a goal toward which the committee constantly strives.)
7. Does your school have an effective assembly ritual?
8. Do you have too many outside speakers? (A group of teachers studying the problems of the assembly at Northwestern University in the summer of 1939 recommended that: "The number of outside speakers shall be limited. Most writers say not more than 25 per cent of the programs shall consist of outside speakers. We suggest that as few as 10 per cent of the programs should be conducted by outside speakers.")
9. Are your outside speakers carefully selected? (Comparatively few adults are qualified to speak on assembly programs. The test here should be: (1) Do they have something to say to high school students? (2) Do they know how to talk to high school students?)
10. Does your assembly program begin, run, and close on time?
11. Are you able to "grow" many interesting assemblies out of the regular work of the classroom?
12. Do you occasionally invite "platform guests" when you have programs that are especially interesting to community groups?

FRED B. DIXON

*Principal, Hickman High School,  
Columbia, Missouri*

13. Do your students invite their parents and friends to your assemblies?
14. Has your committee carefully studied the literature dealing with the school assembly?<sup>1</sup>
15. Have announcements been eliminated from your programs? (Most assembly directors believe that announcements should be made in small groups and not in assembly.)
16. Do you keep an assembly file?
17. Have you made group singing an important part of your assembly program? (In the *Philadelphia Survey* Dr. Fretwell said, "The assembly music, especially the singing, is the most important single assembly activity.")
18. Has your committee developed standards for audience courtesy-
19. Do you use your assembly to welcome new students?
20. Does your assembly promote an understanding and appreciation of student activities?
21. Has your committee analyzed the factors which cause unsuccessful assemblies? (A long time ago Dr. McKown wrote, "If you want to kill the assembly:  
Try to make it religious  
Always have a long list of announcements  
Import all of your performers  
Sing old chants and slow hymns  
Sermonize and moralize  
Hold it every day  
Patrol and guard with great care.")
22. Does your committee keep a record of all students who appear on the assembly program and then plan to get a large number of students to participate each year?
23. Do you permit encores?
24. Has your committee stressed audience participation?
25. Do you present some of your better programs out in the community?
26. Does your principal occasionally appear on assembly programs? ("The principal

<sup>1</sup> The school or council should purchase material for this committee. Each member of the assembly committee should read McKown, Harry C., *Assembly and Auditorium Activities*. The Macmillan Company, New York.

<sup>2</sup> McKown, H. C., "An Educational Gold Mine." *Pennsylvania School Journal*, January, 1925.



may preside at the first few assemblies to give the assembly committee time to get its house in order. Then he should be on the program occasionally, but only for a limited length of time.")<sup>3</sup>

27. Do all teachers occasionally assist with assembly programs?
28. Do you have a permanent stage and light crew to help the assembly committee?
29. Do you have a student to preside at most of your assembly programs?
30. Does the assembly in preparation and execution improve faculty-student relationships?
31. Are your assemblies programs which students *ought* to enjoy, or programs which they *do* enjoy?
32. Does your committee stress variety?
33. Are you able to get faculty members and students to write original assemblies?
34. Do your students look forward to the assembly as one of the big events of the week?
35. Has your committee worked out a plan for teachers and students to evaluate your assembly programs?<sup>4</sup>

For some of these questions there is no "right" answer. In studying them the assembly committee will want to consider local conditions and the desirable school traditions of the community. The important consideration here, as with any other school problem, is not who is right, but what is best for our school. Furthermore, the faculty sponsor of the assembly committee may be aware of the problems suggested by these questions, yet each year there will be a new group of students on the assembly committee. Because the personnel of the student members of the assembly committee is continually changing, an important responsibility of the faculty sponsor is to lead each new group in a study of the purposes and techniques of assembly management.

<sup>3</sup> Committee report Northwestern University summer 1940.

<sup>4</sup> Consult Form VIII Criteria for Judging Assemblies, Form IX Score Card for Judging a Single Assembly, and Form X Score Card for Judging a Series of Assemblies in Roemer, Allen, and Yarnell, *Basic Student Activities* Silver, Burdett and Company, 1935, pp. 320-327.

The development of community spirit is essential today to ensure real morale. . . . The enthusiasm and community consciousness (essentially belonging and participating) aroused by interest in defense must not be allowed to die away after the war.—*Andrew E. Rice*, Cambridge, Massachusetts.

## Pan-American Day at Central Junior High

AUDREY C. BENNER

*Girls' Counselor and Student Council Adviser, Central Junior High School, Elkhart, Indiana*

SINCE the outbreak of the war in Europe, we have become increasingly conscious of our own and our students' lack of knowledge and understanding of South America and her people. In an endeavor to correct that fault, the celebration of Pan-American Day became an important issue in our school. But Pan-American Day in Central Junior High School was NOT just another DAY. It became a celebration lasting over a period of several weeks. The plan was inaugurated by the student council, carried to the home rooms by the council representatives, and spread from there to the art and manual training departments.

The council was interested in making a "whole-school affair" of it, and so enlisted the services of the Good Neighbor Club in supplying the names and pictures of the flags of the various Pan-American countries. Each home room chose the country which it wished to study and then cleared through the office in order that there be no duplication. The Good Neighbor Club "stood by" as consultants.

Committees were appointed within the home room, one to work on the making of the flags which were to be of a specified size, another to gather and write up all the interesting facts about the country.

The art department printed at the tops of large sheets of cardboard the name of each country, and upon these sheets the stories were mounted. The manual training department prepared the staffs for the flags, burning the names of the country upon each.

On Pan-American Day the main corridor became an avenue of flags, each flag having below it the large poster and write-up of the country.

The interest of the student body was remarkable. Members of the home rooms learned about their chosen country and in addition became curious regarding the country being studied by another room. The educational value of such a project is immeasurable.

The city's newspaper sent a photographer to take a picture of the "Avenue." This was a great honor in the eyes of the students. The high school band, using the flags carried by our student council members, closed their public concert with a very effective pageant of flags.

These flags have also been borrowed by high school home rooms to be used in good neighbor programs there. The Defense Com-

(Continued on page 326)

# Evaluation of a Group Guidance Program

IN SEPTEMBER, 1939, in a bulletin, "What Makes a Good High School," our superintendent called attention to the importance of a formal guidance program in the high school. The study carried on by the Cooperative Study of Secondary Schools had revealed the lack of guidance in use of library, health, use of leisure, personal problems, and educational and vocational guidance. Consequently, during the school year of 1939-1940, most of the faculty meetings were used in studying problems relating to the field of guidance.

All of the professional meetings of the faculty were outlined by a faculty committee appointed by the high school principal. In May, 1940, the faculty voted to institute a program of group guidance to coordinate and further the work being done. The faculty also voted that the city superintendent of schools and the high school principal should take charge of guidance groups along with the twelve classroom teachers.

Objectives achieved the first year were:

- a. To gain teachers' cooperation and participation.
- b. To provide in-service training for those who desire to become participants in certain phases of the program.
- c. To insure ease and efficiency of administration.

By all means, the guidance program must not be handed down by some administrator and then be expected to function properly. In this regard the report of the Advisory Committee on Education states:

"The guidance programs of the schools are frequently handicapped by insufficient understanding of guidance procedures on the part of other persons in the school system. Without the understanding and cooperation of school administrators and homeroom teachers, a . . . . . guidance program cannot be of maximum service to the pupils of the school."

During the summer of 1940, our guidance director secured a professional library of books in the field of guidance. A reading outline was prepared for the teacher-counselors and issued to them in the form of a bulletin in August, 1940.

Perhaps a short description of the high school and its program should be given at this point as background for this discussion. The Morrison High School has an enrollment of 350 students. Of this number nearly 50 per cent come from the rural area and the small villages. The population of the city is about 3200. The curriculum of the school is com-

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*Superintendent of Schools,  
Morrison, Illinois*

prised of courses in the following fields: English, Social Studies, Latin and Spanish, Commerce, Mathematics, Science, Speech, Home-making, Woodworking, and Agriculture. The last three departments are under supervision of the Smith-Hughes Law. Physical Education is required of all students in the ninth and tenth grades. Only grades nine, ten, eleven and twelve are considered in this discussion.

The following groups and clubs carry on a busy program on the school's time: Senior Class, Junior Class, Sophomore Class, Freshman Class, Band, Glee Clubs, Future Farmers, Future Craftsmen, Homemaking Club, Wig and Paint Club, Journalism Club, Pep Club, Travel Club, Science Club, Girls Athletic Association, and Student Council. All forms of interscholastic athletics and class plays meet outside of school time. Many parties, mixers, socials and dances are held throughout the school year. The Student Council has charge of the noon period activities. Games and social dancing are the favorite forms of recreation.

Most of these activities of the various clubs are carried on in a regularly scheduled period of 50 minutes held from 2:30 to 3:40 each Wednesday afternoon. Many students belong to two or more clubs. The group guidance period was planned to meet on the second and fourth Wednesdays, and the clubs were cut to the alternate Wednesdays. The guidance work was planned to further the social education of the students and to coordinate the guidance work already carried on in the club program. In 1940-41 the students were limited to one club and the group guidance period. Other guidance factors in the high school were the dean of boys, dean of girls, county nurse, school paper, annual, high school handbook, and various assembly programs. With the picture of how this average high school was operating, we will now describe and evaluate the one year's program of group guidance.

## ORGANIZATION OF THE GROUP GUIDANCE PROGRAM

Immediately following the opening of the school year in September, 1940, a questionnaire was given to all seniors and juniors. The purpose of the questionnaire was to clas-

<sup>1</sup>The Advisory Committee on Education, Report of the Committee (February, 1938), p. 109

sify the upperclassmen in the three groups of like interests, (a) those planning to attend college, (b) those definitely not planning to attend college, and (c) those undecided. Thus the seniors and juniors were divided into three groups. The freshman and sophomore classes were each divided into four groups. Thus we had fourteen guidance groups. Table No. III shows the organization of these groups. Each counselor had about five to thirty students in his group. The groups were to meet for a fifty minute period on the second and fourth Wednesdays of each month. The period was to be spent as the students desired. It was their period. Counselors were to urge private conferences with their counselees.

A guidance specialist was called into the school early in September. He spoke to the student body in an attempt to explain the general plan and importance of guidance at the present time. He also met with the faculty as a group, also individually. He expressed concern over the small number of group guidance meetings (only eighteen 50 minute periods in the school year) and that the counselors had not planned to visit the homes of the counselees. The counselors were given no plans or outlines to follow. Each was to endeavor to serve his group's needs in the best way possible. Each group was to have a voice in their group guidance programs.

A fourteen-page questionnaire was filled out by each counselee. This was studied by the counselor and filed in the counselee's folder in the file cabinet of the guidance director. Also included in each counselee's folder were the test results, interest inventories, autobiographies, health record, and anecdotal material handed in by teachers.

A file was kept in the guidance director's office for the above material. A professional library on guidance was also available for the teacher-counselors.

The wide variety of topics discussed or activities performed in group guidance meetings are shown in Table I. A total of 210 meetings were held, each of the 14 group guidance classes holding 15 meetings during the school year.

#### COUNSELORS' SUGGESTIONS FOR IMPROVEMENT

The counselors were asked to list ways the present guidance program could be improved in years to follow. The following quotations are stated just as the counselors answered the question:

"Teacher-counselors should study the guidance field and become familiar with the trends and technics of guidance. They should look upon guidance as a part of the everyday job and not as something 'tacked' on as 'extra.' If the counselors and counselees could meet more often,

even for shorter periods, that would help."

"I think that we as counselors should have a few specific objectives that are stressed to such an extent that the idea of guidance is sold to the pupils at the start of the year."

"Find some way to undo the idea that seems prevalent, that guidance is a period of play, no preparation, and teacher entertainment. Perhaps an outlined course of general procedure might help, plus more meetings of teacher-counselors for in-service training."

"All counselors would receive benefit from meeting at different intervals throughout the year to discuss the work and exchange ideas. The present plan has lacked unity. All counselors should accept the task and interest themselves in it, read, study, and plan for that period."

TABLE I  
TOPICS DISCUSSED AND ACTIVITIES PERFORMED  
IN FOURTEEN GUIDANCE MEETINGS, MORRISON  
HIGH SCHOOL, 1940-1941

Type of meetings decided by students		+
1	2	3
1	Vocation and placement problems	28
2	Manners and etiquette	22
3	Personal problems	18
4	Organization	17
5	Personality	15
6	Filling in questionnaires	15
7	Plans for next year	12
8	Discussion on student responsibilities	11
9	Health problems	10
10	Boy-girl relationships	7
11	Talk by college representative	6
12	Self analysis	4
13	Discussion on colleges	4
14	Student accounting records	4
15	Visits to industries	4
16	Meaning of guidance	4
17	School spirit	4
18	Held a Social affair	4
19	Outside speaker	3
20	How to study	3
21	Consumer problems	2
22	Educational film	2
23	Class survey	2
24	Home problems	2
25	Student autobiographies	2
26	Student councils	1
27	Planned class benefit	1
28	Social life in high school	1
29	Hobbies	1
30	Activity tickets	1
31	Travel	1
32	Scholarship schedule	1
Total meetings		210

+ Frequency.

"There should be: (1) meetings for the counselors of the same class, (2) discussion and evaluation of the entire program, (3) two or three groups could meet together, occasionally (4) enthusiasm—



students feel that guidance periods are dull."

"Definite and uniform programs for the groups of each class."

"We need (1) more organized programs prepared by students, (2) more student participation, (3) a form of homeroom procedure, because the last period in the day is poor, and (4) stimulation of interest and activity."

"Monthly meetings for the counselors where ideas—successful and otherwise—could be freely discussed. More training in guidance techniques for the counselors. More stress on private conferences with pupils."

"More trips to the home industries. Make a program for each year of the high school."

"A unified program of purposes from the counselors."

"Change the period to a different time of the day. Give the counselors a definite plan to tie to rather than leave it to each individual counselor. Give the counselor more instruction on guidance aims."

"The group guidance should be conducted in homerooms."

"Meet the group more frequently. Change the periods to 10 or 15 minutes daily. Use any period rather than the last period of the day. Follow more closely the unified guidance series which was recommended to us. Insist that it is not a recreation and entertainment period."

The counselors after one year's experience

in the group guidance program seem to ask for the following improvements: (1) a uniform program for each class, (2) more in-service training, (3) meetings of counselors, and (4) that the guidance period not be the last period of the day.

#### RECOMMENDATIONS FOR IMPROVEMENT OF PROGRAM

The students preferred the present plan of a guidance period of 50 minutes on alternate weeks. The guidance period acts as a coordinator of the other activities of the school since the club activities meet during the week in which the guidance group do not meet. The present plan is to continue in this manner.

The last period of the day is admittedly a poor one, from the standpoint of the guidance work. However, it will be impossible to change it this year.

The counselors had asked for some program or course to follow in the various groups. This is to be expected because the counselors hesitate to plan programs without some sort of a guide. The original plan was to allow each group to plan its meetings for the year. According to the data in Table II, the freshmen and sophomore classes were definitely interested in problems of social adjustment. The upper classes were more interested in vocational and educational problems. It is very doubtful if a course of study should be set up to formalize the guidance meetings. Perhaps the greatest single need in the Morrison plan of group guidance is a plan of in-service training of teachers in guidance work.

TABLE II

SUMMARY OF 350 STUDENT EVALUATIONS IN 14 GUIDANCE GROUPS OF THE GROUP GUIDANCE PROGRAM OF MORRISON, ILLINOIS, HIGH SCHOOL, 1941

Guidance Group	Type of Program Decided by	Guidance Helpful		Type of Program liked best
		Yes	No	
1	2	3	4	5
1. Senior A	Counselor and committee	26	3	When college representatives discussed colleges
2. Senior B	Counselor and committee	10	8	Occupational study
3. Senior C	Counselor	7	15	College representative
4. Junior A	Counselor and counselees	18	10	Choosing college
5. Junior B	Counselor and counselees	24	1	Getting a job
6. Junior C	Counselor and counselees	17	6	Talks on etiquette
7. Sophomore A	Counselor and counselees	19	5	Problems in etiquette dramatized
8. Sophomore B	Counselor and counselees	20	3	Manners
9. Sophomore C	Counselor and counselees	20	1	Boy-girl relations and etiquette
10. Sophomore D	Counselor and counselees	18	3	Manners and personal problems
11. Freshman A	Counselor and counselees	21	3	Social adjustment
12. Freshmen B	Counselor	19	2	Health problems
13. Freshmen C	Counselor and committee	22	3	Personality and sportsmanship
14. Freshmen D	Counselor and counselees	21	4	Etiquette
	Totals	262	63	

NOTE: The students preferred the fifty minute period every other week as it was planned the past year. The students also asked for more individual conferences.

# Secrecy and Snobs

THE BOYS blinked their eyes at the sudden relief of the semi-darkness of the barn loft from the summer sun outside as they climbed up the ladder by the old feed chute. "Red" Bakeman, the leader of the group, took up an official position astride a half used bale of hay and brought the meeting to order. That he was able to do this is a tribute both to his vocal powers and to his reputation as a man of his word.

"Awright, you guys, shut up! The first one from now on that opens his yap until he's talked to will get a bust. We got to take in some new guys right off. With Joe and Pete gone, we ain't hardly got an infield left. Whadda ya say? Who'll we get?"

"What about that little frenchy in the 'partment?"

"Don't know him."

"He just moved into the basement. His old man's the new janitor."

"Go see if he'll join."

As the emissary climbed down the ladder, the leader turned back to the group.

"Who else knows somebody we can get?"

"Our new driver's got a kid. I think I could get him."

But to this suggestion there was unexpected opposition. Bud Peters was wondering out-loud.

"Gee, Red, he's a 'nigger' and I don't know as we ought to play ball with 'niggers'."

"Red" was silent for a moment. Ordinarily he had much confidence in the opinions of his most intimate pal, but this was something new to him. Negroes in fact were new. The chauffeur just mentioned was the first one that he had ever seen, and he was inclined to be impressed rather than revolted. Was there something wrong with "niggers?"

But as he pondered, there burst on the room such a chorus of opinions pro and con on the negro question that he was again obliged to assert himself.

"Shut up. Who's running this club anyway? Whadda ya care what color he is? I say we get him. 'Niggers' is all right. He's got just as much right to be in this gang as anybody else. Go get him, Steve."

\*\*\*

Five years later, the same "Red" Bakeman stood in back of a curiously bedecked altar and rapped a gavel on an ivory slab. Before him in a wavy triangle sat the brothers in the faith of the pledge, the members of Rho Chi Rho, oldest fraternity in the Seward High School. The room was dark as the old loft over Dr. Bakeman's stable garage, but it was lighted, not by the sun peering

WILLIAM CLARK

27 Corliss Avenue  
Greenwich, New York

through crannies, but by spitting candles in wrought holders on the altar. "Red" was formally opening a meeting.

"Brothers, are we united?"

The group chanted the replies in unison.

"We are united."

"Why are we here?"

"To keep the faith of the pledge."

"What is the pledge?"

"The pledge of brotherhood in Rho."

"What are the words of the triangle?"

"The three eternal—Rain, Rocks, and Rho."

Ten minutes of this civilized mumbo-jumbo passed. Finally the grand pledge prelate (Red) called for a report of the committee on membership.

"Arthur Thaddeus. Letter in basketball. Father a lawyer. Finances good. Usually can get use of a car. Recommended."

"Pass the box. . . . Thaddeus is in."

"Steven Mercier. Finances good. Father an engineer. Prom chairman. Has car. recommended."

"Pass the box. . . . Mercier is in."

"Arnold Yates. It has been discovered by some of the brothers that Arnold is Jewish."

"Pass the box. . . . Cross off Yates."

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And so, with the passing of five years, the young man of the loft with respect only for the prowess of a friend and not for his background, has been changed into a snob among snobs—a worker against democracy.

It would be obviously unfair to blame the transformation of the young men in the pictures entirely on the extra-curricular activity program of the high school. We younger teachers who grew up in the time of frenzied interest in the outside activities can never go that far back on our ideal. The point is, however, that class consciousness is fostered in the average school club program and that the situation must be radically altered if the schools of this country are to live up to the mandate they have received from the American people.

In looking for the cause for the change in "Red" Bakeman since he entered the Seward High School all his contacts must be examined. Briefly, the average adolescent is concerned with the school class, the school club, the home, and the church.

The church is easily eliminated. While

there are hypocrites in every congregation, and there may be an occasional fixed election for the office of plate passer, the church as a whole is democratic. One does not find churches voting in new members with a blackball box.

Nor can the class room be blamed for the damage. In classes the student is in contact with everyone from Cohen to Wang Ho, scion of the local laundryman. James Avery sits behind Tom Adams, regardless of the state of the family purse. School law demands and gets the practice of equality in classes. Where, then, does this practice cease?

It would be unfair to leave out some of the hotbeds of class consciousness fostered by the home. When the citizen hands over fifty cents plus carfare for Junior's visit to the local theatre, he is doing his part to make Junior realize that luxurious homes and gardens which will appear on the screen are the proper setting for romance and life. When the citizen plunks down his dime for a Sunday paper with a rotogravure featuring Mrs. Zilch and her Russian wolfhound returning from the Biltway Lounge (Couvert —\$8.50) he is fermenting in his offspring the desire for wealth and position and identifying these with expensive dresses, automobiles from Italy, and general sophistication concerning the customs of adults.

However, we in the United States have never admitted that the home has control over child education. School attendance in this country is not voluntary. The only recourse of the snobbish parent who resents the democratic teachings of the public school is to send his children to a private academy, where he can dictate policy in direct proportion to his contributions. We need not allow our education, then, to be swayed by undemocratic home conditions. But, in order to fight back, we must eliminate, not only those clubs which create a spirit of class consciousness, but all societies which do not gradually remedy any tendency toward intolerance in the student. This would be a far reaching step, but it is almost essential if true democratic principles of education are to prevail.

One of the earliest remembrances of Arthur Peters is the night that father came home early from work, shaved carefully, put on his oldest clothes, and sallied forth to "ride the goat." Afterwards on alternate Monday evenings father drew from the closet a brilliant bathrobe with a crimson hood and, after first spending five minutes in making grotesque motions at himself in the bathroom mirror, toddled downtown to the lodge. With this example before him, is it any wonder that after Arthur grew too old to get much kick out of secretly trying on

the robe on rainy afternoons he seeks some secret society of his own? Is it any wonder that he thrills all over when some senior idol approaches him with the words, "We've voted you in, Frosh. Be down at the Gilman Building, Room 43, at eight. Knock three times and whisper, 'Rho, man, for the boat sinketh, and we'll fix you up.'"

No, the boy is receptive to whispers. It is the duty of the school to see to it that there are no whispers to receive. The secret society must go! After all, democracy does not demand too much of extra-curricular activities. The demands are simply equality of opportunity and tolerance.

Equality of opportunity is by no means a new expression. For years it has been spoken of often and seen rarely. It simply means that if activities are to do their part in upholding the democratic ideal, they must be thrown open to anyone who desires to participate, regardless of race, creed, religion, color, pocketbook, or misdeeds of his ancestors. It may surprise some of the uninitiated to learn that this policy is rarely followed.

Some years ago, when I was in attendance at the \_\_\_\_\_ High School, I was approached by a boy with whom I had gone to school from the fifth grade up. He was a little on the defensive but still he asked the question:

"Say, Bill, why didn't I get in \_\_\_\_\_ (The oldest debating club in the school)?"

I knew what the formula demanded. I was supposed to mumble something about being overfilled or not taking in any new members until fall, but that morning I was not in the tactful mood that I should have been in. The membership of that boy would have involved the breaking of a precedent that had stood for thirty years. The precedent had not been broken.

"Ben, I'll tell you this because I might just as well. You can't do anything about it because my word is as good as yours and, of course I'll deny it afterward. You didn't get in because you're Jewish. I'm sorry as the devil but there wasn't a thing I could do about it. Three wrong votes will keep anybody out, and you got them."

"I thought so," he said, "but I just wanted to make sure."

He turned and walked away. He was a good boy and a powerful speaker, but he couldn't make a debating society unless he started one himself.

Perhaps cases of this kind may be rare. I do not think so. Perhaps you are sure that there has never been one in your school. The principal in \_\_\_\_\_ never heard of this one either. Everything may be perfect



on the surface but, please, Mr. Investigator, do not dig too deeply.

We hear and will hear many schemes of dealing with the race problem that are out and out compromises. Now, there is such a thing as impractical democracy but compromises, however well they serve their purpose, are a denial of the democratic principle of equality. Why need the school support any club that is intolerant in any way?

After all, who will lead the advance if the educators do not? Progress can be made. In Princeton, Maine, we had Indians in the school whose parents were resented by the townspeople yet one of them was elected by the seniors to lead the class at commencement. Lest any one read this who has never been acquainted with the modern red man, I would like to explain that he is a long step from Cooper's ideal. Those that I saw in Princeton had an unfortunate but unconquerable taste for garbage alcohol, and their living conditions were beyond description. I am an admirer of the red race and a firm believer in its future but please do not think that there is much difference between the red and the black as far as social status goes.

Then, there are other reasons for discrimination. We can find with ease, in most of our large high schools, cases of clubs or student councils composed solely of members from one side of the tracks, main street, or river. The Grand Canyon has nothing on the invisible line that separates the residential section of the average town from its "river street" or "factory hill."

One cannot dispose of so important a problem without consideration at length. You know your own troubles . . . you know what ails your school. The question is vital to the activity program. If we admit that democracy has no place in any particular high school activity—then we must abandon the activity. Such a step seems unnecessary in severity but the schools must be practical examples of democracy in working form or the adolescent will lose one of the greatest lessons that our country has to offer.

It is no longer possible to think lightly of the problems of our present extra-curricular activity system. If year by year we are graduating class after class of caste-conscious snobs, then it is time the output was curtailed. Equality of opportunity is the keynote of the activity program when we follow the democratic ideal.

There is an idea abroad among moral people that they must make their neighbors good. One person I have to make good—myself. My duty to my neighbor is more nearly expressed by saying that I have to make him happy if I may.—*Robert Louis Stevenson.*

## Regarding the "Progressive" Viewpoint

J. FRANK DAME

Upper Darby High School  
Philadelphia, Pennsylvania

THE question of school activities of a non-classroom type are always a possible source of discussion. All of us—parents and teachers alike—desire that youth shall grow up with a wholesome respect, and appreciation of, the varied activities found in every community. And, of course, we feel rather definitely that in order to appreciate something a person has to be familiar with its motives, purposes, and practices.

While we do not attempt to ape the adult communities in school, we do develop a club and activity program adapted to the ages of those who are going to be a part of the community. Perhaps it should be stated here that by "we" is meant pupils as well as teachers, for in many cases pupils do register a "felt need" for a certain type of club or activity.

It is through these various media of expression that pupils are enabled to live in a social community with people who have similar interests. They learn to get along with, and adjust themselves to, persons whose attitudes differ from their own. They discuss common problems and solve them in a democratic manner. We are sure that learning takes place, that pupils and teachers do gain something.

Many of the extreme Progressives will say that if we are sure that these out-of-class activities have merit, then they should become a part of the curriculum itself, and this would allow all to take part and benefit from the inherent advantages contained therein. That attitude poses another real problem.

Up to this point in our reasoning (before these activities become a part of the regular formal curriculum) the extra-curricular activities have encouraged the use of the pupil's own time; involving a sacrifice of a personal nature in order to participate. They may mean for the pupil that he must walk a long distance or forego some enjoyable pastime; that is, it makes choice a necessity. It encourages the budgeting of one's interest, energy, and time. This is an important phase of the voluntary activity program.

Wise selection of adult activity and the individual's willingness to put his shoulder to the wheel in community affairs will bear some relation to the part the school has played in helping to develop a well-rounded individual. Undoubtedly there are values that the extra-curricular program yields that can never be secured through the regular formal curriculum development.

# A Community Institute Develops Community Spirit

**I**F ONE could view the United States through binoculars strong enough from an observation balloon at sufficient altitude to scan the surface from the Canadian border to the Gulf and from the Atlantic to the Pacific, one would see scattered over the entire country thousands of foci of interest from which lines of traffic would be radiating within limited distances, like bits of iron in a magnetic field.

These central points, recognizable as towns, villages, and cities, act as lodestones attracting four wheeled metal objects, which when contacted are repelled, again to their accustomed distances.

Just as the lines of force of a magnet exert a powerful influence over steel objects within its field, so, in this view of ours, do these central points of interests, consisting of towns, villages, and cities, affect surrounding areas, shuttling people to and from them. And by a large percentage these centers are small towns and villages. Upon close observation one sees, too, that at the pole of each of these magnets a school building is responsible for a large share of this attractive force.

These various central points are called communities, which appear to be individual units within the larger area. These smaller units vary one with the other, constituting what one might term community patterns. Although similar in many respects, they differ, in a variety of attributes, such as enthusiasm, spirit, outlook, and culture.

Arcanum, the scene of our story, is one of the thousands of foci scattered over this vast domain of ours. Situated in one of the rich agricultural regions of the country, the village exerts its influence for several miles in adjacent territory. On its highways extending in all directions can be seen horse as well as horseless vehicles coming to town to sell, to shop, to visit, to be entertained, and last, but not least, to be educated.

Arcanum last year decided to influence its community pattern by sponsoring a community institute to advance the cause of business and agriculture and to stimulate the social and intellectual development of the citizens of the community. The institute was sponsored by the Young Men's Farming Club, the Men's Agriculture Class of the high school vocational agriculture department, and the home economics department of the local high school, in cooperation with the County Agricultural Extension Service.

The institute was held for one day and in-

G. G. STARR  
*Superintendent of Schools,  
Arcanum, Ohio*

cluded three programs in the auditorium of the school and an exhibit in the school's gymnasium.

Other departments of the school also contributed to the institute. The posters used in advertising were made by pupils enrolled in the school. These were placed in local places of business for one week before the opening of the institute. On the day of the event they were displayed at the school and judged for prizes awarded by the committees. The printing of a twelve-page program was done by the commercial department. The music and entertainment during the program was furnished by the music department. Two meals were served in the school cafeteria by the home economics department at the close of the morning and afternoon sessions.

As the local school district includes the village of Arcanum and the surrounding rural area, those in charge planned a program of activities which would be of interest to both village and rural elements. Instead of the usual Farmers' Institute, the committee attempted a Community Institute with its broader connotation.

To show the general appeal and interest of the programs in the auditorium, the subjects for discussions in the morning included a demonstration in cooking by electricity and a talk, "Time to Think"—a fire prevention lecture by a captain of the Dayton, Ohio, Fire Department. The afternoon topics dealt with "Farm Foods for Health" and "Farm Management Under Defense Preparation." The evening program included discussions on "The Farmer in a Changing Economic World Trade" and "Things We Have in Common"—an inspiring and educational talk on present day conditions.

The appeal to the interest of the entire community was maintained throughout the exhibits in the gymnasium. Around the walls were the displays of the business and professional men of the village. The churches of the community cooperated in preparing a booth. Through the center of the gymnasium were the agricultural and home economics exhibits, which included the wide range of sixty-one classes. One hundred and eighty-three prizes, donated by local persons inter-

*(Continued on page 324)*

# The Campus School Program to Help Win the War

IN THE February issue of *The School Executive*, a symposium is presented on the topic "How the Schools Can Help to Win the War." The nationally known figures who have contributed to this symposium do much to hearten those of us who believe that the 30,000,000 persons in American schools and the 1,000,000 American school teachers have a significant part to play in this titantic global war. They hearten us by the very act of taking time from their crucially important positions to encourage us to our tasks, to ask for our help, to suggest the goals for which we must strive. We cannot read their messages and remain complacent; we must not read their messages and shrug off our possible contributions as futile gestures.

Paul V. McNutt, Federal Security Administrator says: "War is here: and with it comes new challenges. The hand and mind of all America must be trained to meet issues which many thought would not arise again."

Supporting him, Donald M. Nelson, chairman of the War Production Board asserts, "Today America's schools face the greatest challenge in their history. America's educators are now on the forefront of the battle for freedom, providing important support for our armed forces and the workers in our industries. Classrooms can play an important part in building that understanding and faith in democracy that will lead us through the upsets and defeats that may precede our ultimate victory."

Rear Admiral Hepburn, Director Washington Office of Public Relations, Robert H. Hinckley, Assistant Secretary of Commerce, Brigadier General A. D. Surles, Director War Department Bureau of Public Relations, Michael W. Straus, Director of Information for the Department of Interior, and James T. Nicholson, National Director American Junior Red Cross go on to show the way of service to those who believe that each of us can give a life to the national war effort and that the surge and might of our individual efforts will be consolidated into a proud victory.

"Remember Pearl Harbor" had been a national slogan but two days last December when the Defense Council of the Campus School, Iowa State Teachers College, was formed. Believing that a functioning democracy will accept appointed leaders and follow them the administration of the Campus School, following consultation with homeroom teachers, appointed three seniors, three jun-

GUY WAGNER

Head of the Department of Teaching  
Iowa State College, Cedar Falls, Iowa

iors, two sophomores, and two freshmen to serve as cabinet members of the Campus School Defense Council.

At the first meeting, the Director of the School addressed the group to this effect: "Our United States is at war. Each one of its 130,000,000 population must put his shoulder to the wheel and from this date on move steadily in the service of his country. We must all learn, and learn quickly, to serve with level-headed but unlimited loyalty. You have been selected to serve as a council of ten to help guide the 400 boys and girls of this school in an effort to help our country win this war. If you are willing to accept this responsibility, let's get busy planning a campaign of action."

I am asking Miss Natalie Tinsley, elected chairman of the council, to tell what the council thought of the proposal, how it went about to organize for effective action, and the way the council works.

Natalie Tinsley, Chairman, Campus School Defense Council:

Youth wants a part in this fight. We can and will devote our time and money and spirit to our common cause—the defeat of axis oppression. When the Council members learned of their opportunity to participate in such a patriotic and concrete movement, the idea immediately "caught fire" with the whole group. Many ingenious and useful ideas were suggested. The interest which the council showed was in turn picked up quickly by the majority of the student body, the members of which were not only curious as to the purposes of the council, but were eager to cooperate.

The ten Council members were selected by teachers from the senior high school. Because it was felt that it would be the most satisfactory arrangement, it was decided to choose three students each from the junior and senior class and two each from the sophomore and freshman class.

In order to arrange it so that one individual would be placed in charge and be responsible for one specific phase, we created departments and placed one council member at the head of each. We called our councilmen "directors." An eleventh cab-



inet post, The Director of Information, was created by the cabinet itself during its second meeting.

Every two weeks we have a cabinet meeting. Here plans for bake sales, fire drills, benefits, and morale stimulation are presented, discussed, and voted upon. During the two weeks between meetings, we put into operation those plans which have been approved by the cabinet.

Each Council member has the right to appoint any sub-council members he feels necessary. These sub-councilmen are then responsible to their director, and the director is in turn held responsible by the defense council. These sub-appointments are made chiefly to spread the opportunities of service to more of the student body, so as to let them feel that they are really doing something.

Now that our council has been organized and is functioning, I look forward to a future of real value to the individual working in the nation's behalf and to the country in finer, more responsible citizens.

The chairman of the council has given a perspective of our program. More definite details will now be presented by the separate members of the Council. Each member will tell what his department has done up to date and suggest his plans for the future.

Eugene Eddy, Senior, Director of the Health Program:

It is my job to help in the building of health and in the development of safety measures within the student body of the Campus School. Since the Defense Council was organized three important projects have been developed in my division.

Our first problem was to get the students and faculty interested in an expanded program of physical activities. This was done chiefly during assembly programs by means of short talks relative to our purposes and plans. Interest was also generated through the medium of individual conversations. The organization of an intra-mural basketball program by the Hi-Y for about 50 non-varsity boys is one achievement. With the aid of Dr. N. O. Schneider, our coach and instructor in physical education, we have succeeded in expanding the physical education program for both boys and girls in grades seven through twelve from two forty-five minute periods per week to three full hour periods per week.

A second problem was that of improving the sleep and nutrition habits of our student body. Progress here has been good, but limited, the outstanding contribution being an assembly program on nutrition where Miss Nyholm, a trained dietician, gave us

vital information about food and how to get the most good out of it.

The promotion of safety measures is the third general project that my department has been considering up-to-date. Promiscuous snowballing has been curbed, and safety measures on the stairs and on the playing courts and fields have been described. Plans for air raid drills, however, have taken a major share of our time. I have appointed three other high school students to help formulate fire drill plans as a preliminary measure, and Mr. Bliese, science instructor, has consented to serve as faculty representative on this committee. We now have completed the plans and actual drills will follow shortly—as soon as teachers and pupils have studied the instructions.

Donald Reeve, Senior, Director of Revenues:

As Director of Revenues, it is my duty to raise money which the Council will use in the best possible way. I have raised money so far by several projects. The first money to come in was a donation from a group of students who made and sold Christmas wreaths. The next project was a bake sale. The bakery goods were made by the high school students and sold in a local store.

The third project was the selling of 100 boxes of greeting cards. These boxes were sold for one dollar each, giving the Council a considerable profit. There was no expense in the selling of these cards, which was done under the direction of the Council by pupils in grades six to nine, inclusive. Because we did not want to run competition with local merchants, several were consulted in regard to the plan and in each case they willingly gave us the green light.

My committee has plans for several more projects. The first one is the collection of magazines. A place in the school is being arranged for children in the entire school to bring and leave the magazines or leave their names, and the magazines will be collected by auto or truck. All the magazines will be sold the same day as collected to eliminate possible fire hazards.

The second project which I have already received permission to carry out is the selling of candy at the Iowa sectional basketball tournament. This tournament lasts four days with two games each night.

Two other ideas which are not definite are the sponsoring of a dance after some athletic event and the selling of tickets to a good movie of our local theater, receiving a commission on the number of tickets we sell.

Nancy Price, Senior, Director of Information:

Publicity is the art with many faces. It can be bally-hoo or a quiet statement of facts. It can use the school facilities of blackboards, posters, assemblies and an-

nouncements, or it can branch out into local papers and store windows. It can be lukewarm or whole-hearted. Time and talent are needed to convince a school and a community that a Defense Council is an organization with worth-while aims and efficient plans.

To keep this branch of the Council in running order, a poster club has been formed. Half a dozen artistically minded students meet to discuss ways of publicizing the projects of the Council. In this way the work of posters, announcements, and programs is distributed among a group. New ideas and new talent keep the publicity varied and stimulating.

Russ Brown, Junior, Director of Defense Savings:

Being the Director of Investments, I have been in charge of the sale of defense stamps. Three students help me in this work. Each Tuesday from 12:45 to 1:00 p.m. the stamps are on sale on two floors of the Campus School building. Children from all grades bring their quarters, and we keep an accurate record of each sale. So far over 100 albums have been started, and more than a thousand 25 cent stamps have been sold. Pupils are encouraged to earn their own money for the purchase of these stamps.

The Director of Information and her publicity committee have been a great help. Attractive and original posters have fostered interest in the buying of the stamps. A large chart in the form of small weekly thermometers and one large thermometer indicating our goal for the year are watched eagerly week by week. Suggestions for programs requiring the purchase of a defense stamp for admittance are being planned. Reports to homerooms, to assembly groups, and an occasional letter to pupils and parents are used in reporting progress, in sensitizing our student body to reasons for our stamp sale campaign, and in stimulating cooperation and interest.

Ingrid Lillehei, Junior, Secretary-Treasurer:

As secretary-treasurer of the Defense Council, it is my job to take the minutes at our meetings, carry on the group's correspondence, and keep the financial reports. The Council has built up a fund which we are planning to use in helping various organizations and individuals engaged in serving our country. For example, we purchased handkerchiefs for inclusion in our gift boxes. A few of the speakers on our defense council's patriotic assembly programs will have their transportation expenses paid from this fund. It is my privilege occasionally to draw a check on this fund for direct contribution to the Red Cross.

This work is fun, and it keeps me busy

recording the minutes of our meetings, writing letters, filing correspondence, much of which is from our alumni in service, and seeing that the right side of our financial ledger balances the left. It will be a real thrill when this ledger is closed at the end of the war to know that within its cover is contained proof that we in the Campus School were on the alert when our country needed us.

Glendora Saak, Junior, Director of Service to America's Men and Women in Uniform:

We of the Defense Council are trying our hardest to contribute to the all-out victory campaign which every one in our Campus School seems to be working for in these perilous days. It is the job of my department to bolster the morale of men and women in service.

What soldier or sailor or nurse would not get a thrill from opening a gift box from the school where he or she was graduated, or from the classroom which his niece or nephew or son or daughter attends? Our gift boxes contain a wide and interesting content: cookies, candy, linen handkerchiefs, clippings about the home town, pictures of the boys and girls who contributed the box, several recent magazines, pupil-made cartoons, shaving cream, tooth paste, school or grade newspapers, and other items of special interest to the recipient. A series of brief messages from the children who contributed to the box are sent under separate cover.

A selected committee has been appointed to send greetings to graduates on national holidays and on their birthdays. We believe that it will make them happy to know that their schools remember them.

Don Hoppe, Sophomore, Director of Patriotic Education:

One of my chief jobs is to plan a series of patriotic programs. These programs are primarily designed to keep us intelligently aware of the true progress of the war as well as to suggest to us the services that we as young Americans can give to help in winning the war. As a rule, the programs consist of reports by members of the Defense Council, patriotic music and readings, patriotic programs from various grades, and patriotic talks by faculty members and outside speakers. The talks given up-to-date give a good idea of the nature of these programs.

"The Citizenship Responsibilities of American Youth" by Sheriff H. T. Wagner, Chairman, Civilian Defense Committee.

"Motion Picture Trip to Latin America" by Miss Ernestine Smith, teacher in the Campus School.

"Nutrition in Action for Victory" by Miss Elizabeth Nyholm, trained dietician.

"Enemies Within" by Special Agent W. W. Keenan, F.B.I. Des Moines.

"Youth on the Firing Lines" by Robert Burlingame, WHO News Commentator, Des Moines.

My committee has worked with the 5th grade in planning a booklet which will interpret American flags, patriotic symbols, slogans, and songs. After completion of this booklet, it will be distributed throughout the school and will be dramatized in an assembly program. My committee is also bringing to the attention of the student body selected radio programs of patriotic value. It is trying to stimulate interest in the further reading of books of especial significance for these times. The field of motion pictures dealing with patriotic themes has also been utilized.

Bill Boggess, Sophomore, Director of Conservation:

It is my duty and that of the committee of four appointed by me to promote conservation of paper towels, soap, electric light bulbs, electricity, lumber, writing paper, food, and other materials which can, and should, be conserved. Light wardens have been appointed to turn off lights at the noon hour, and signs are placed in the exits of classrooms requesting students to turn off unnecessary lights before leaving the room. To reduce the careless consumption of paper towels, signs are placed over the containers asking the pupils to use only one towel. Suggestions for conservation are made at assembly periods and in classrooms. Plans are under way to list a variety of items which should be conserved and to keep some records of the progress made in conservation, especially in our school building proper.

Romon Perry, Freshman, Director of Traffic Safety:

Safety at home and on the highways is going to play its part in these trying times. Everyone in our school seems eager to do what he can to improve safety conditions. As pedestrians, we are learning to cross the street with care; as drivers, we are learning to follow city and state regulations and to be constantly on the alert. We even realize that money saved by walking instead of driving can be used in the purchase of defense stamps. The pupils of the Campus School are fortunate in having two driver

training cars in which they may learn the skills of driving.

We are also making plans to check on the equipment of all bicycles used by the pupils of our school and to teach the regulations governing bicycle riding. We will prepare a written test as well as a skill test for each bicycle rider and follow these tests up with constructive assistance.

We are making suggestions to the Director of Information so that posters may be prepared and several articles on pedestrian and traffic and bicycle safety be written for publication in the local paper. We shall continue to seek out means to make pupils realize that the practice of safety measures in the home, in the school, and on the highway is our patriotic duty.

Francis Crouter, Freshman, Director of Contacts with Off-Campus Organizations:

The committee on off-campus relationships is concerned with keeping in touch with other organizations that are contributing to the national war effort.

We have made contact with the local Red Cross in an effort to discover ways in which our school can be of service. A committee of the defense council has visited the office of the county sheriff, who is also the director of county defense, and here we were able to discover the functions of the various county committees and report these to our own council and the student body. We are also contacting the county agent and obtaining information regarding the establishment of victory gardens. A representative has already reported to our group regarding a meeting of a county leadership group of persons disseminating information to their neighbors regarding victory gardens. We

(Continued on page 324)



The Campus School Defense Council at Work



# A High School Defense Administration

**P**EARL Harbor (December 7th) made the Amory High School students and teachers cognizant of the reality of war. A desire immediately manifested itself by actions of various groups of the school to have a part in the great impending battle for the preservation of Democracy.

Early in January, plans for a defense organization were initiated by the teachers and pupils. Many meetings and conferences were held, and committees worked between times, sifting out ideas contributed by both pupils and teachers. The following war-time activity program evolved:

## AMORY HIGH SCHOOL DEFENSE ADMINISTRATION

I. The objectives of this organization are as follows:

1. Building health and physical efficiency.
2. Encouraging conservation and production of vital war materials.
3. Helping to raise funds to finance the war.
4. Protecting the ideals of Democracy against totalitarian hazards.
5. Teaching the issues, aims, and progress of the war.
6. Sustaining the morale of students and adults.

## II. Organization:

1. Activities and Training: a. First Aid; b. Safety Patrol; c. Fire Squad; d. Defense Stamps; e. Red Cross Sewing; f. Photography; g. Motor Corps; h. Nutrition; i. Production, (a) Poultry, (b) Gardening; j. Conservation; k. Communication; l. Mass Drill; m. Home Nursing; n. Military Band.

2. The students participating in the activities above will be grouped according to military pattern, namely: squads, sections, platoons, and companies. A registration card will be utilized in placing students in the organization.

3. There will be companies (A & B)—one for boys and the other for girls.

4. The commanding officer of the battalion (Companies A & B) will be a major elected by membership of the battalion. His assistant will be a captain-adjutant, elected in the same manner. (The major is to be a boy and the captain-adjutant a girl.)

5. General officers to be elected by each company will be—captain (commanding officer), first lieutenant (second in command), and first sergeant.

6. Each platoon (two sections or four squads) will elect a second lieutenant as platoon leader.

7. Each section (two squads) will elect a sergeant—as section leader.

## T. N. TOUCHSTONE

*Superintendent of Schools  
Amory, Mississippi*

8. Each squad (12 members) will elect a corporal as squad leader.

III. SPONSORS: Each activity group will have a teacher-sponsor, who will serve only in an advisory capacity. These sponsors will be selected on a basis of special interest. In addition, each activity group will select a civilian sponsor who will act largely in the capacity of instructor in training.

IV. TIME OF MEETING: The activity period each Wednesday will be used exclusively for regular meetings of all the activity groups. Special meetings may be called by student officers or sponsors.

V. DRILL: Special provision will be made for drill periods. This drill will be conducted by corporals, sergeants, lieutenants, captains, and major.

VI. INSIGNIAS: Each activity group will select an insignia for each member to wear in order that all "Branches of the Service" may be recognized.

VII. AWARDS: Upon completion of training courses members will be awarded suitable recognition. In addition, for active participation credit points on the Homeroom Score Card will be awarded as follows: Major, 6 points; Captain, 5 points; Lieutenant, 4 points; Sergeant, 3 points; Corporal, 2 points; Private, 1 point.

VIII. DAILY PHYSICAL EXERCISES: A place in the daily schedule has been provided so that every pupil in school can participate. This activity is in charge of the physical education department.

IX. AMENDMENTS or changes in the program may be adopted from time to time when recommended by the faculty and student council.

The Drafting Committee of three teachers and three students, appointed to assemble all data and draft the program, received many helpful suggestions from the (a) faculty, (b) student council, and (c) homerooms (12 in number).

The registration of students for the various activities was conducted by the *Registration Committee* (three teachers and three students). Registration desks were set up, and all students were given an opportunity to register. Every student and teacher volunteered, hence a *Draft Board* was unnecessary. One of the most difficult jobs in launching the program was undertaken and completed

by the *Assignment Committee*. This committee had the difficult task of transferring students from an overcrowded activity to a neglected activity. (A transfer form was used). This committee was also charged with the responsibility of shaping the training courses or activity groups to fit the military set-up for drill purposes.

The *Coordinating Committee* made available to activity groups a list of civilian sponsors who were capable instructors for each training course. This committee has been very active in coordinating this defense program with the adult program set-up for the city.

**SUMMARY:** Although the Amory High School Defense Administration has been in operation only two months, definite trends are in the offing. Some of these trends may

be classed as weaknesses, while others point to worth-while activities geared to a war-time situation. They are as follows:

1. 100 per cent participation.
2. Definite improvement in school morale.
3. Decided slump in interest for other club activities.
4. The election of officers patterned after the military order precipitated many "hot political campaigns." The results were wholesome.
5. The idea of civilian instructors was a master stroke. Aside from wholesome results being obtained in the training courses, this is a direct liaison between the adult and youth programs.
6. The military organization appeals to the

### Amory High School

### ENROLLMENT CARD

### Civilian Defense Organization

Last Name (please print)		First	Middle	Date Enrolled	Sex	Age
				Homeroom	Height	Weight
Address			Telephone No.	Work Classification In order of choice	Training Desired	
Vision	Hearing	Telephone Voice				
Physical Defects		General Health				
Hobbies, Skills, or special interests						
Car Available	Licensed Driver	Bicycle				
(Below this line to be filled in by sponsors)				Rank		
Rating by Sponsors:				Company		
Superior _____				Platoon	(Teacher)	
Excellent _____				Section		
Good _____				Squad	(Instructor)	
Average _____						
Inferior _____						

(over)

(Reverse Side of Card)

### RECORD

Date	Work Done	Courses Completed	Recognition Received
Recommended for:			Remarks:
1. Advanced training in _____			
2. Promotion to rank of _____			

**Work Classification**  
 Motor Corps  
 Safety Patrol  
 First Aid  
 Fire Squad  
 Canteen Service  
 Nursing  
 Production

Decontamination Squad  
 Communication Corps  
 Stamp Selling  
 Propaganda Dep't.

**Training Course**  
 First Aid  
 Patrol  
 Fire Fighting  
 Nutrition  
 Nurse's Aid  
 1. Knitting and Sewing  
 2. Gardening  
 3. Poultry Raising  
 Chemicals and Photography  
 Messenger Service and Signaling  
 Salesmanship  
 News Sifting

student who has never been interested in other activities.

7. Meetings are being held twice weekly instead of once as originally planned. (One meeting outdoors and one meeting inside).

8. Student officers are taking their jobs very seriously.

## The Way a Small School Operates a Council

ROY E. TAYLOR  
*Supt. of Schools  
Herculaneum Public Schools  
Herculaneum, Missouri*

**T**HE executive committee of the student council in Herculanum—a school of three hundred pupils is made up of class officers and elected representatives from the student body. They number thirteen in all. This executive committee formulates the general policies of the council and serves in a general supervisory capacity for the officers and the workers in the different departments of council work.

The three major departments of the council are: (1) work and study, (2) personnel, and (3) health and safety. Under each department head there are three or more active working committees which meet once each week for a period of twenty-five minutes to discuss their problems and plan their work.

The guidance department of the school works in close conjunction with the working committees and the executive committee of the council. Many practical and valuable phases of guidance are carried on through the various committees of the council. This has been a very satisfactory arrangement, for it provides rich opportunities for members of the student body to participate actively in a varied program of activities which have at their core worth-while educational objectives, educational objectives designed to explore interests, direct talents, and motivate learning.

## A Bargain Entertainment

SYLVAN A. YAGER  
*Indiana State Teachers College,  
Terre Haute, Indiana*

**S**OME time ago the Parent Teachers Association of the Laboratory School of the Indiana State Teachers College decided to purchase a radio for the school. Since there was not enough money in the treasury to finance this project the committee decided that some plan would have to be developed for raising the money.

They preferred a plan that would not re-

quire too much time and work since it was a very busy season for every one. The committee finally decided to sponsor a picture show. The unique feature about this enterprise was the plan of admission. Tickets were sold to parents for one dollar each, and the ticket admitted an entire family and any friends they desired to bring.

The only requirement was that every one to be admitted on one ticket must all come in a group and sit together. The entertainment was well advertised as "A Bargain Entertainment," both educational and entertaining for old and young. The show began early and two complete shows were presented so that every one could be accommodated.

Parents and friends were glad to support an entertainment of this kind at the unique and reasonable rate. The idea of having families and friends come together and sit together provided a novelty feature that stimulated the sale of tickets.

About \$200 was cleared and the project involved little work and worry on the part of anyone.

## A Self-Reliant Club

RAY F. MYERS  
*Principal, Thomas Jefferson High School  
Council Bluffs, Iowa*

**S**ELF Reliant Day is a part of the Self Reliant Club program of our school. It is one of the activities planned to give students an opportunity to get experience in leadership training.

To become a member of the Self Reliant Club a student must present to the members of his homeroom a budget of his time for one week and a statement of reasons for wanting to belong to the Self Reliant Club.

If seventy-five per cent of the homeroom members approve the application, it is then presented to the faculty. If seventy-five per cent of the faculty approve the application, it is then presented to the student forum, made up of one student from each room. If the forum approves, the student is then declared a Self Reliant student and is privileged to come and go from school without a record of attendance or tardiness. He is privileged to pursue his interests as he thinks best.

In preparation for Self Reliant Day we train about 100 students to do the teaching. No members of the administration or teaching staff are present. For fifteen years the event has been a tradition.

In 1939 Dr. Maxwell of the Educational Policies Commission came from Washington, D. C., to visit the school on Self Reliant Day. In the publication "Learning the Ways of Democracy" you will find the Thomas Jefferson High School mentioned several times.



# An Outline Program for Art Centered Clubs

**A**RT IN the secondary schools of the South is new. It has found its place only in the larger cities and is here not too well established. The development of the field of art in the schools, it is logical to believe, will come first through the club stage, because the club is the most direct expression of an interest or a need. The interest finds direction and order in a well organized club program.

In stimulating the art interest in a school a large variety of suggested types of art clubs is important. There is interest almost everywhere in some specific phases of art, and it should be capitalized.

The aim of the Art Program is "to build discriminating interest and enjoyment of good art." The emphasis should be upon actual creative activity. Because activity is of such importance, the club medium is ideal and excellently suited to it. I can not conceive of "promoting" discriminating interest or enjoyment, divorced from the contact with materials and tools.

The other aspect of art training is in developing an understanding of the part art has played in the life of man in the past. This is the historical approach, and its success will depend upon a well organized program, correlated with social, economic, and political history, distinguished from the special course on the history of art. It is obviously an ambitious objective for a club project. However a limited portion of material, that is, taking a specific age or period, may be most successfully presented in club time.

Here are art clubs divided into three classes according to major interest: the Art Producer Group, the Art Consumer Group, and the Art Service Group.

The *Art Consumer Group* clubs have as main objectives (McKown, *School Clubs*): (1) Becoming familiar with main principles, materials, methods, ideals; (2) Development of taste and appreciation; (3) Teaching the relationships of art as a refining influence in emotional, artistic phases of human experience; (4) Applications of simple principles to community life, home, etc; (5) Familiarizing the pupil with contributions of various countries, peoples, and times—general culture.

The *Art Producer Group* will have similar objectives, but with specific concern for the *doing* part, and upon the art principles, materials, methods. Emphasis in the *Art Service Groups* will be upon the use and application of applied art works.

Under these classifications I submit a vari-

MARGARET MUNCH

Chapel Hill, North Carolina

ety of club types. The number of clubs will depend, of course, upon the size of the school; and selection of clubs will depend upon particular student interest. A program for stimulating interest should first be effected to determine where the lines of interest lie. Perhaps special interest could be determined through a preliminary, generalized art club, where an explanatory program is first presented. The assembly or homeroom program can be used similarly. Nothing, however, takes the place of the actual experience of handling tools and different media in creating interest.

The following is an outline plan of art centered clubs in high school, with suggested program activities:

**ART PRODUCER GROUP OF CLUBS:** Sketch Club, Sculpture Club, City Planning, Architecture, Painting, Graphic Arts, Illustration, Crafts, Design.

**PROGRAM SUGGESTIONS:** Sketch trips—to factory, industrial, community activities. Valuable educationally; provides living material for art expression.

Exhibits—from outside the school. Traveling school exhibits. Modern living Americans. Painting, or good prints of best masters, with "gallery talk" and explanations by a trained person; criticisms and remarks by club members.

Club Art Show—student work, hung by members; arranged; a school-wide show of special interest. Members in charge may act as guides for "visiting artists." Visits may be made to museums, homes, public buildings, where good examples of art are to be found. Visits to print-shops, lithographers, engravers may be made to observe and learn of technical processes of printing, especially for illustration. Visits to factories give knowledge of craft processes and their adaptations in industrial manufacturing.

Collecting files of small prints, photographs, etc. are helpful for reference study, as are collections of good reproductions of paintings, models of fine pieces of architecture and historical pieces for school museum.

**ART CONSUMER GROUP:** Housing Club, Community Improvements, Interior Decoration, Sculpture "The Collectors Club", Costume, History and Appreciation of Painting and

Design in Dress, Home Arts Housing—Interior Decorating.

PROGRAM SUGGESTIONS: Decoration of Club Room, exercising principles of good design, etc.; Flower Show; Study of Colors—fabrics, period styles, furniture woods, etc.; Fashion Show—examples of good dress, dress for occasions; Models for a Redecorated Room—an exhibit; Program on Color Principles; Visits to Museums.

ART SERVICE GROUP: Poster and Sign Clubs; Stage Design and Constructing Properties and Sets; Decorations, Pageants, Banquets, Parties, etc.; Community Improvements.

PROGRAM SUGGESTIONS: Painting posters and signs for school and community occasions; Landscape architecting spots of school and community; Visits and analysis of spots to re-design and improve; Scrapbooks of suggestions for parties, pageants, etc.; Program on lettering; Collection of books: landscape architecture, stage design, lettering; State and national agencies for sponsorship-aid.

Write the American Association of Museums, Washington, D.C., for sponsoring exhibits, also the American Federation of Art, Borrr Building, Washington, D.C.

## An English Assignment Becomes a Graduation Program

GEORGIANA SKINNER

*Teacher of English, Russell School  
Novelty, Ohio*

AT A meeting early in the spring, the senior class of our school decided to dispense with the traditional custom of a speaker for graduation by having each member of the class of twelve participate. A discussion followed on the manner in which each would participate, until one senior suggested having each senior speak for several minutes on the subject he had chosen for his English thesis that year. This suggestion was adopted, and each senior set about reducing his 2500 word thesis to a four minutes talk.

The thesis had been the work of a school year and had been assigned for the purpose of giving an opportunity to pursue a subject of the student's own choosing in an intelligent, scientific way; of encouraging the proper use of libraries; of stressing the use of correct English; and of providing opportunity for self expression. And, to discuss each thesis at graduation would give not only another opportunity for each senior to express himself but would show his parents and friends, through one phase of the school work, what opportunities the school had provided.

It was decided by the class and class spon-

sor that the president, who was also valedictorian, besides giving the traditional address of welcome, would introduce each senior, explaining the subject he had selected for his thesis and his reasons for selecting it.

The second valedictorian would explain the purposes of this English assignment and the methods followed. These latter consisted of nine steps:

1. Selecting the subject and obtaining the approval of the entire faculty.
2. Compiling a bibliography.
3. Visiting Cleveland Library for more material.
4. Taking of notes.
5. Holding conference with the teacher in charge.
6. Making of an outline.
7. Writing first draft.
8. Correcting first draft.
9. Writing and submitting of final draft.

After each senior, including the two who had already participated, had spoken about his thesis, the salutatorian pointed out the three most important results of the assignment: the objectives and how each was realized in specific examples, the increase in the student's knowledge in a subject he was already interested in, the future reference material which was provided for the rest of the school by filing each thesis in the library.

The program planned was followed through. Such subjects as radio and electricity, history of Western Reserve University, nursing as a career, men behind a play, journalism as a career for women, and the history of photography were among those that had been studied.

The response of the audience was most enthusiastic. Many remarked that, interesting as were each of the speeches, they were more interesting because the seniors had given them themselves.

The remarks of the president of the board of education on presentation of the class for diplomas perhaps best shows the value of such a graduation program for the audience as well as for the class. Those seniors, he said, had learned what many of us need yet to learn: to become aware of a problem and intelligently see it through to a conclusion, to cooperate together in presenting an interesting program, and to share with one another and with a group the things they had learned and experienced.

Wholesome play furnishes a rich field for the development of character in the same manner that a certain soil will grow the healthiest plants. . . Play of itself cannot be expected to develop the right type of moral qualities; it merely furnishes the opportunity for their development.—*John H. White.*

# Organization and Administration of an Extra-Curricular Program Against Odds

**B**AKERSVILLE High School is a rural consolidated school. The school plant consists of three buildings, two for the elementary grades and one large building for the high school. These buildings are as well equipped as the average rural school. The faculty is made up of twenty four teachers, nine in the high school and fifteen in the elementary school. Playground space is very limited, permitting only room enough for one tennis court and two softball diamonds, with a small amount of pen space for the primary grades. The enrollment of the entire school is approximately nine hundred.

From this information it can be seen that the successful carrying out of an athletic program would be very difficult. At the present time the only interscholastic sport engaged in is football. Here much difficulty is encountered because of the lack of a playing field. The school is forced to rent any available vacant field and send the team some distance from the school to practice, this in itself a very undesirable situation. Softball and tennis are the only intermural sport, for the lack of a gymnasium prevents basketball.

At present, the other activities engaged in are: debating, dramatics, Boy and Girl Scouts, and 4-H Club work. Because of this limited activity program, we are faced with a very difficult problem of providing for our high school pupils a varied and enlarged activity program which will provide them with the things necessary for the education of growing children and which should be present in a modern progressive school.

In organizing our program we have tried to keep in mind the following objectives of the extra-curricular program:<sup>1</sup>

- (1) To develop the qualities of the good citizen.
- (2) To enrich the regular curriculum.
- (3) To give the pupils an opportunity to do better those things they will do anyway.
- (4) To improve school discipline and morale.
- (5) To satisfy the spontaneous interests of the pupils.
- (6) To develop permanent life interests.
- (7) To develop worthy uses of leisure time.
- (8) To unify the student body.
- (9) To contribute to community life.
- (10) To develop character.
- (11) To teach students to choose leaders wisely.
- (12) To develop self expression.
- (13) To acquaint parents with school life.
- (14) To discover hidden abilities.

ROBERT L. BLEVINS

*Bakersville, North Carolina*

In this particular program an effort is being made to bring about better relations among the home, school, and community. At present the community is divided religiously and politically and as a result it is non-cooperative in so far as the school is concerned.

Another of the outstanding aims of this program is to improve discipline within the school. In the last few years there have been several administrative changes, and as a result a laxness has grown up among the student body.

Provisions are being made for the benefit of the individual pupil in the hope that through certain activities in which he engages he will develop qualities of leadership and citizenship, and that special interests will be discovered, while at the same time the school as a whole will be improved. After all, a school is judged by its students, and a school cannot do its students justice so long as undesirable conditions exist. The administration of a school and its pupils are mutually dependant upon each other.

According to Millard<sup>2</sup> it is necessary in the organization of a program to: (1) establish objectives to be used as goals for extra-curricular achievement; (2) select activities that will aid in realizing the established objectives; (3) classify the activities in a program that will provide equal opportunities to each pupil; (4) guide each pupil in the direction of activities that will best suit his active or latent interests and individual needs; (5) provide a means for efficient administration; and (6) facilitate proper supervision that established objectives may be realized.

One very important principle that is kept in mind is that all extra-curricular organizations should be supervised by the school and should be amenable to school control and discipline. Any school organization must be under school supervision if it is to accomplish all that it might. And too, there is the danger of over supervision, which is almost as bad as too little supervision. The pupils must feel that they have a voice in the organization and control of the various activities. This can be

<sup>1</sup>Cecil V. Millard, *The Organization and Administration of Extra-Curricular Activities*, (New York: A. S. Barnes and Co., 1930), p. 18.

<sup>2</sup>Millard, *op cit.*, p. 24.



accomplished by consulting with the pupils and getting their opinions before undertaking the organization of any part of the extra-curricular program. After this has been done and the plan of organization has been set up, our pupils are allowed to select their own officers. However, we must make use of a bit of "directed democracy" in order to prevent any incompetent student from being elected to office. By this I mean that the teacher or sponsor may take it upon himself to make sure that his student groups nominate only those students who are capable of good leadership. This is done through a nominating committee.

The size of Bakersville High School will permit a comparatively wide variety of activities. There is an advantage in this in that the pupils are given greater opportunities to select the activity which will meet their needs and in which they are interested.

As I have already stated, football has been the only inter-scholastic sport engaged in here. Of course, only those who are capable of making the squad benefit from this. Beginning with the next school year, intermural football will be organized, with the four upper grades taking part.

The lack of a gymnasium prevents basketball during the winter months, but when the weather permits, basketball and volleyball are played on an outdoor court. Softball is also played, between various classes and groups. In the spring just before the close of school, teams will be organized and a tournament held. The same plan will be followed in tennis.

After discussions with the student body and faculty members, the following clubs are being organized: dramatics, health, boys and girls glee clubs, and a boosters club. There already exists, the Beta Club, Boy and Girl Scouts, and a 4-H Club. All these are sponsored by faculty members, meet during the school day, and are definitely a part of the extra-curricular program. In addition to these we plan to have a debating club, which along with the dramatics group will form a public speaking club. It appears now that there is sufficient interest among the students to justify all of these clubs without running the risk of over joining on the part of some pupils.

The purchase of an excellent duplicating machine makes it possible now to publish a small weekly high school newspaper. The staff of this paper is selected by both the teachers and the students.

The news editor is in charge of a staff, consisting of two assistant editors, three copy readers, and four reporters. He directs his assistants as to their duties and acts personally as the head of his staff. He determines the length of the news story and its position in the paper. He is a student who is selected for

his ability as a keen observer of events as well as for ability in the use of English.

The managing editor directs the writing of the editorials, items dealing with topics which are of interest to the entire student body.

The sports editor and the exchange editors are also important members of the staff, each with his special duties.

After the first year those students who began as reporters and who have shown that they have the ability move into higher positions, as members of the staff are graduated.

The problem of financing the paper will be taken care of for the most part through advertising. The cost of the paper as a whole is small, and a few advertisements each week from the local business concerns are sufficient.

A small band already exists at the school, and it will continue as it is at present, except that the school itself will make an effort to persuade local organizations and individuals to provide instruments for deserving students who are interested but not financially able to buy their own.

Another thing which the school has set out to do is to make an effort to develop leadership through the use of student body officers. These students are selected by their fellow pupils from each home room and from the other organizations. They are given monitorial duties in the halls, on the campus between classes, and at lunch. They assist in loading the busses, act as ushers at the various school programs, and serve on the student council.

The Boosters Club is a new organization in our school, one intended primarily for the eighth and ninth grades. The purpose of this club is to familiarize the students with their school and community. They will become familiar with the points of interest in the county and local community, write short articles for the school and local paper about odd or unusual things which they discover. This club will be a very important part of our public relations program, keeping the school patrons informed about the school.

The school assembly is to have a definite place in the school program. The entire high school student body will assemble in the auditorium one day each week for a period not to exceed forty-five minutes in length. Each club and home room are responsible for a certain number of assembly programs throughout the entire year. The student officers of the organizations preside at each assembly meeting, with the principal taking charge only when his help is needed. We follow the suggestion of Foster<sup>2</sup> and send out special invitations each week to parents of

(Continued on page 315)

<sup>2</sup>Charles R. Foster, *Extra-curricular Activities in the High School*, (Richmond: Johnson Publishing Co., 1925), p. 120.

# Senior Prophecy in Mystery and Rime

**H**IGH schools in which a senior class day program is a tradition, but where a need is felt for something different by way of class prophecy, may be able to adapt to their own situation an idea which has been successfully carried out in our school. It is offered here.

## SENIOR PROPHECY

**SCENE:** A wood. Light effect ghostly but clear enough to see the characters on the stage.

**TIME:** Any time.

Curtain opens with three persons dressed as witches, huddled around a fire. A cauldron is suspended from a tripod over the fire.

**FIRST WITCH:** (Speaks in a weird voice and stirs fire.)

When shall we all meet again,  
This year, next year, or in ten?  
When our life's work has begun,  
Then we'll see what we have done,  
Where the place and when the time?  
(Name of school) High in '59.  
There to meet with the class,  
There to talk about the past.  
May good fortune smile on you,  
Senior Class of '42.

**SECOND WITCH:**

What great portents are in store?  
What opportunities find your door?  
Time alone can tell us this.  
Grab your chance and nothing miss.  
What will help you to succeed?  
What will be your greatest need?  
What will help you rise again,  
When your work seems all in vain?  
Most in life is won by toil.  
Let us watch the kettle boil.

**THIRD WITCH:** (Dancing around the cauldron and making motions of throwing something into it.)

Round about the cauldron go,  
In the mystic kettle throw  
Health, that greatest of all prizes;  
Far above the rest it rises.  
Boil thou first within the pot.  
Add double portion to the lot.  
Happiness is next in line.  
Let it rule you all the time.  
It will help to banish trouble,  
So, fire, burn and, cauldron, bubble.

**FIRST WITCH:** (Rising as the Third Witch seats herself; dances around the kettle and goes through the same motions as the First Witch.)

Courage, what a lot we need,  
Foremost in each noble deed.  
Pour abundance in the pot;  
Stir the fire and keep it hot.

**OLGA ALBER**

Senior Sponsor, Rosedale Junior-Senior High School  
Kansas City, Kansas

(Other witches stir fire.)

Honesty, a mighty factor  
To all of you, beginning actor  
On life's stage, before the world,  
Keep its lofty flag unfurled.  
Make the gruel thick and pure;  
It will make your lives secure.

(Stirs the mixture in the kettle.)

**SECOND WITCH:** (Rises and goes through the same motions.)

Add thereto initiative,  
Charity, desire to give  
Cheer, if this we only would;  
Then the charm is firm and good.  
Well done, I recommend your pains.  
Everyone shall share the gains;  
And now about the cauldron sing,  
All the Seniors join the ring,  
Enchanting all that you put in.  
Let's see what prize each one will win.

The witches seat themselves about the fire and each in turn takes out a small card on which has been written a prophecy for each member of the class. After the lines have been read to the audience, the person mentioned steps from behind stage curtain, dressed in character. A spot light is thrown on him for a few seconds. He then withdraws back stage and the second card is withdrawn from the kettle by the next witch. This procedure continues until all the prophecies have been read except the last one. Here are several to illustrate:

Names are inserted in the blank line which best fit the prophecy. The words may be changed without much difficulty to rime with the person's name when necessary. Students will be able to compose these prophecies.

1. Lo! what is this my eyes behold!  
\_\_\_\_\_, strong and bold.  
Now a president is he,  
Ruler of all destiny.
2. Next I see a charming miss,  
\_\_\_\_\_, sweet actress.  
To her grace and acting art,  
Many a man will loose his heart.
3. What have we here in uniform,  
A baseball pitcher, sure's you're born.  
It's \_\_\_\_\_, watch him throw  
That ball across the plate just so.

4. A missionary quite sincere  
Is \_\_\_\_\_, have no fear.  
In distant lands she will abide  
And win the heathen to her side.
  5. A champion boxer, \_\_\_\_\_  
He's been winner in many a fight.  
\_\_\_\_\_ trains him well, they say;  
To win a fight means better pay.
  6. A voice upon the air, how sweet!  
In singing, \_\_\_\_\_ is hard to beat.  
You'll hear her every night, I know,  
If you turn on your radio.
  7. Olympic stars, how fast they run!  
Our \_\_\_\_\_ and \_\_\_\_\_ at sound of gun  
Dash down the line and win the race.  
No other star excels their pace.
  8. A hostess in a large hotel  
Is \_\_\_\_\_, she serves folks well.  
Her winning ways and sweetest smile  
Will hold the patrons there awhile.
  9. Explorers into distant lands,  
\_\_\_\_\_ and \_\_\_\_\_ take their bands  
Of natives, who so willing came  
To capture all the widest game.
  10. A tennis star is \_\_\_\_\_  
At the top she'll take her stand.  
A second Helen Willis is she.  
The greatest tennis star to be.
  11. A surgeon who has prolonged life  
For many with his skillful knife.  
\_\_\_\_\_ name is sung with praise.  
His work's well done in every phase.
  12. An architect who likes his work,  
For \_\_\_\_\_ does not shirk.  
The tallest buildings in the land  
Bear witness to his skillful hand.
  13. And now in all political fights,  
Defender of her woman's rights,  
We find \_\_\_\_\_ name.  
She says that politics is her game.
  14. \_\_\_\_\_ now a big strong man  
Is doing well in his hot dog stand.  
In fact, his business is so good  
He's hired \_\_\_\_\_ to serve the food.
  15. A beauty parlor now I see,  
As up-to-date as it can be.  
These two have certainly made a hit,  
\_\_\_\_\_ and \_\_\_\_\_ in partnership.
  16. \_\_\_\_\_ will in time  
Reach the top in his own line.  
He's an elevator boy,  
His ups and downs do not annoy.
  17. \_\_\_\_\_, may her kind increase,  
In helping others found her peace.  
From far New York a message comes  
That she's a worker in the slums.
  18. Before a microscope we find  
The great biologist of all time.  
No flower or bug can come his way  
But that \_\_\_\_\_ will have his say.
  19. Fair \_\_\_\_\_, your future spells  
A great career, the sign foretells  
A job to write short stories true,  
Don't let the task discourage you.
  20. True to his early high school dreams,  
His plans have all come true, it seems.  
A stern and solemn parson now  
The Reverend \_\_\_\_\_ makes his bow.
  21. \_\_\_\_\_, happy, carefree girl  
With flashing eye and hair acurl.  
A nurse, I'm sure we'll all get sick  
And ask for \_\_\_\_\_ as our pick.
  22. \_\_\_\_\_ next on the list  
Has become the great ventriloquist.  
He owns a "Punch and Judy" show.  
His tongue is always on the go.
  23. An orator, "Let's right the wrongs."  
\_\_\_\_\_ Shouts to the throngs.  
He waves his arms, his eyes flash fire,  
"To save the world, is my desire."
  24. Now here's a sign to catch your eye.  
It can't escape the passerby.  
A dress shop on a busy street,  
\_\_\_\_\_ and \_\_\_\_\_, please meet.
  25. Now no one class would be complete  
Without an artist hard to beat.  
\_\_\_\_\_ wins the coveted fame  
In "Who's Who" we'll find his name.
  26. Here we find a nice old maid  
So dignified, precise, and staid.  
Poor \_\_\_\_\_ couldn't find  
The man she thought was just her kind.
  27. I see bright lights and gayety,  
Fair maids all decked in finery.  
The band comes out all set to go.  
\_\_\_\_\_ is the gigolo.
  28. Now here's a future all would like,  
A happy, carefree, easy life.  
To \_\_\_\_\_ came great wealth.  
She married a man with failing health.
  29. A poet, too, within the ranks,  
\_\_\_\_\_ has our thanks.  
He's settled in the golden west  
And writes his poems with greatest zest.
- There's one more fortune in the pot;  
The best and longest of the lot.  
I wonder whose this one can be.  
Let's open it and we shall see.  
Ah! this is one for (name of school)  
high.  
What do the oracles prophecy?  
Its first and foremost aim shall be  
To seek the truth as endlessly



As education in the past  
 Has used this goal and hung on fast  
 To those true aims which make men free  
 And strengthen our democracy.  
 To give to each and every child  
 Who through its spacious portals filed  
 That equal chance to happiness  
 Which comes from putting to the test  
 The talents with which he's endowed;  
 No other aims will be allowed.  
 Its courses, then, will give free minds  
 To win the struggle of our times,  
 To tell the wrong from what is right  
 And give to all a nobler life.  
 A better school in years to come  
 When all proclaim, "Your work's well  
 done."  
 When boys and girls can later say  
 I helped to make our school that way.

### Organization and Administration of an Extra-curricular Program Against Odds

(Continued from page 312)

students taking part in the program. This does much to bring together school and community and to cement the loyalty of both students and parents to the policy of the school.

Each of the activity groups will meet during one of the activity periods, of which there are four during the week. These periods are not less than forty five minutes in length, and the program is carried out according to the following schedule:

Tuesday—Class meetings and club meetings  
 Wednesday—Home room meetings  
 Thursday—Club meetings  
 Friday—General assembly

It is not found necessary to call class meetings each week on Tuesday, and so we are having some club meetings at this period. This is to help students who may be interested in more than one club, by avoiding conflicts which would occur on Thursday.

The home room period is held on Wednesday and may be considered by many as the most important meeting of the entire program, since it reaches all students in the school.

The home room committee which is made up of faculty members, is responsible for the organization of home room activities. This program is worked out for a semester in advance and a mimeographed outline of material covering each topic placed in the hands of every student. The following are some of the topics for the home room period:

- (1) Manners and Courtesy.
- (2) Safety.
- (3) Honesty.
- (4) How to study.
- (5) Occupations.
- (6) Protection of Public Property.
- (7) Health.
- (8) Fire.
- (9) Citizenship.

The supply of topics is almost limitless.

In addition to suggesting program topics, the home room committee has several other responsibilities—to educate the other teachers as to just what the home room is to be used for, to suggest methods of using available materials, and to co-ordinate the home rooms with other educational opportunities of the school.

On Thursday all clubs which did not meet on Tuesday are given an opportunity to meet, then on Friday the entire high school meets for the assembly program.

We believe that the success of the extra-curricular program in any school depends entirely upon the ability of the principal and his teachers to plan, direct, and supervise the activities and their organization. The teachers must have the best of educational and professional training, as well as a good personality, sympathy for the problems of young people, and a great deal of enthusiasm. Teachers who have these qualifications are being given the lead in directing this program.

Those teachers who are selected to serve as sponsors, on committees, etc., are relieved of certain other duties, so that they will not be overloaded in comparison with others in the school.

We believe that this program of activities upholds the seven cardinal principles of education and that it fits the particular needs of our school.

### COMPETITIVE AMERICA

Friendships have been lost over the argument concerning the competitive versus the non-competitive music festival, and most of us have wasted time citing the assets or liabilities of one or the other. Music for art's own sweet sake does not always strike a sympathetic chord in the breasts of small-town business men. Raising enough money to send the high school's music organizations to a musical gathering that is entirely aesthetic does not seem good sense to Chamber of Commerce groups. America, being what she is and not a musical Utopia, may have to wait a few generations more before she is ready to recognize culture *per se* without feeling the urge to say, as the sweepstake trophy is modestly accepted, "We are the super-deluxe, eminently colossal, Grade A musicians of America; yea, and therefore, of the world!"—Educational Music Magazine.

**HEADQUARTERS**

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# News Notes and Comments

Twin Falls, Idaho, high school purchased \$2,447.65 worth of National Defense Savings Bonds and Stamps during a recent drive.

## National Boys and Girls Week

National Boys and Girls Week will be celebrated throughout the United States from April 25 to May 2. The celebration this year is more important than ever before because now that the United States is at war it is the duty of each citizen to prepare boys and girls for the period of adjustment during and following the war. John L. Griffith of Chicago, Big Ten Athletic Commissioner and chairman of the National Boys and Girls Week Committee for the United States, says, "our children must be trained to become good, conscientious citizens, not inculcated with bigotry or dogmatism, but schooled to become ready for the responsibility of building the new world of tomorrow. This generation is bequeathing to its children a legacy which will demand the best thought, loyalty and application of which they are capable, and it must strive unselfishly to prepare them for that responsibility." Some of the organizations whose local units are making plans to take part in the 1942 conference of National Boys and Girls Week are the American Legion, Boy Scouts, Civitan International, 4-H Clubs, Girl Scouts, Kiwanis International, Knights of Columbus, Lions International, National Catholic Welfare Conference, Optimist International, Rotary International, Salvation Army, and the Y.M.C.A. A large number of churches and schools will also participate.

## All Roads Lead to Denver

The West is expecting you this summer. Denver will be your host for the N.E.A. convention. After the convention, the vacationlands of not only Colorado but the entire West await you.

The N.E.A. convenes June 27, and Mrs. Myrtle Dahl, its president, promises a program that will repay the convention delegate for his journey whether he comes from Alaska or Porto Rico, Maine or California.

## The Horizon Club of Camp Fire Girls

This nation-wide girls organization has recently organized a new senior activity, the Horizon Club, in an effort to broaden its senior girl's program. Activities of the Horizon Club members include fashion clinics and make-up demonstrations, frequent dances, both of the formal and the country square variety, roller skating parties, hikes, sleigh

rides, ski trips, theater workshops, hobby fairs—all on a co-ed, boy and girl basis. Senior high school girls, whether or not they belong to Camp Fire Girls are eligible, and dues are \$1.00 a year. Ten to thirty girls to a group. Detailed information from Camp Fire Girls, Inc. 88 Lexington Avenue, New York City. A very interesting, large size, 107 page program book has already been published.

## "Parachutes for Safety"

A new sound film covering the various uses of parachutes, how they are made, and tested for use. Graphically shows the correct method of packing a Switlik chute, and an Army and Navy chute. How to properly service and maintain a parachute.

16 mm. sound prints available on a loan basis—user paying transportation charges only. Write to Bray Studios, Inc., 729 Seventh Avenue, New York, N.Y. producer, or Switlik Parachute Co., Trenton, N.J. Good for any aviation or C.P.T.P. courses.

## Royal Lion Automobile Clubs

More than 51,000 high school members belong to these Junior Automobile Clubs which, essentially, is an attempt to teach automobile safety and good driving Cooperating with school systems, offering free driving lessons and other safety helps. Harold L. Mayer is General Manager with offices at Stockbridge, Michigan.

## Historical Publications of the National Park Service

The National Park Service, United States Department of Interior, has recently issued three interesting series of historical publications, which may be purchased for small sums from the Superintendent of Documents, Washington, D.C.

The standard sixteen-page historical booklet, elaborately illustrated with historical photographs, prints and maps, is now available as follows: Abraham Lincoln National Historical Park, Kentucky, 10c; Antietam National Battlefield Site, Maryland, 10c; Chickamauga and Chattanooga National Military Park, Georgia and Tennessee, 10c; Colonial National Historical Park, Virginia, 5c; Fort Marion and Fort Matanzas National Monuments, Florida, 10c; Fort Pulaski National Monument, Georgia, 10c; George Washington's Birthplace National Monument, Virginia, 10c; Gettysburg National Military Park, Pennsylvania, 5c; Great Smokey Mountains National Park, North Carolina and Tennessee,

10c; Guilford Courthouse National Military Park, North Carolina, 5c; Hopewell Village National Historic Site, Pennsylvania, 10c; Morristown National Historical Park, New Jersey, 5c; Ocmulgee National Monument, Georgia, 5c; Salem Maritime National Historic Site, Massachusetts, 5c; Shiloh National Military Park, Tennessee, 5c; Statue of Liberty National Monument, New York, 10c; and Vicksburg National Park, Mississippi, 10c.

### National Soap Sculpture Committee

This committee promotes the use of soap in sculpture and conducts an annual small sculpture competition. Entries for the current competition must be in by May 15, 1942. Soap sculpture aids, entry blanks and other information can be secured from the Committee, 80 East 11th Street, New York, N.Y.

### Teaching Material Valued at \$200 Offered for Short Travel Letters

The Instructor Magazine, which last November celebrated its 50th birthday, is conducting its 15th Travel Contest in 1942, for the best letters of approximately 500 words on "Where I Should Like to Go on My Vacation this Year—and Why." The publishers (F. A. Owen Publishing Company) offer as prizes a choice from their own line of books and other teaching material. The first, second, and third prizes are valued at \$30.00, \$20.00 and \$15.00; and there are thirty-four other prizes, valued at from \$10.00 down to \$3.00. The contest is open to teachers (including registered applicants), principals, supervisors, superintendents, school librarians, and anyone engaged in executive or secretarial work in the schools—except persons who have won prizes of more than \$10.00 in previous Travel Contests of *The Instructor*. The contest closes June 10, 1942, and awards will be made July 1. For full details prospective contestants should write to: W. D. Conklin, Travel Editor, *The Instructor*, Dansville, N.Y.

### The National Self Governing Committee

The National Self Government Committee, since its organization in 1904 by Richard Welling and a group of public-spirited citizens, has carried on a persistent campaign to have the schools develop the spirit of alert citizenship needed in a democracy.

Among those associated with the Committee are: Richard Welling, Chairman, Herbert Agar, Editor of the Louisville Courier-Journal Pres. Hamilton Holt of Rollins College, Mrs. Carrie Chapman Catt, Hon. Joseph D. McCordick, Comptroller of the City of New York, Prof. John Dewey, Alfred E. Smith,

Walter Damrosch, Henry Pringle, author, Jonathan Daniels, Editor of the Raleigh (N. C.) News and Observer, and Lyman Beecher Stowe, the publicist.

### A Timely Announcement from the National Aeronautic Association

Wall charts for schoolroom use, presenting silhouettes of American military aircraft and other means of identifying fighting planes, are available from the Air Youth Division of the National Aeronautic Association, 718 Jackson Place, N.W., Washington, D.C. Send 15c for sample chart.

A *War Policy for American Schools* is the title of a timely and helpful bulletin by the Educational Policies Commission of the National Education Association. Ten cents mailed to the NEA office will bring a copy.

### National Defense Resolution

At the annual meeting of the National Interscholastic Football Committee, cognizance was taken of the National Defense needs and the relation of Interscholastic athletic activities to these needs.

IT WAS RESOLVED that the national welfare and strength will be promoted by adherence to the following policies:

- A. That there be no curtailment in the present programs of Interscholastic competitive sports;
- B. That there be an increased activity to promote health, safety and physical education in the public schools;
- C. That there be an increased and more dynamic program of intramural sports and games for both boys and girls;
- D. That competitive sports in the high schools be continued in such a way as to maintain adult morale as well as youth morale; and
- E. That the high school organizations act in the conviction that physical fitness, mental alertness, quick reactions, endurance, keen competitive spirit and stamina are needed by our youth and our grown people to combat and overcome the treachery and total war tactics of those who threaten our national safety.

It is the sincere belief of the National Interscholastic Football Committee that a comprehensive and continually expanding program of controlled high school sports will prove a blessing to our nation and that our army, navy, marines and air forces will benefit from the training and experience which is being given in these contests.

Submitted by E. M. Thompson, Wyoming; C. E. Forsythe, Michigan, and Sale Lilly, Mississippi, and unanimously approved by the National Interscholastic Football Committee. —*Illinois Interscholastic.*



# Questions from the Floor

BY THE EDITOR

● *Should a small junior-senior high school combine its commencement exercises and have but a single program, especially where formal certificates are given at the end of the eighth grade?—Don D. Wilmoth, Columbia, Mississippi.*

Yes, generally speaking. We can see no justification for a separate promotion exercise for the junior high school where it is a definite part of the junior-senior arrangement, that is, when it is in the same building, under the same administration, etc. There should be no "break" between these two schools; the junior high pupil should not be encouraged to believe he has "completed" anything except the ninth grade. And the whole trend is away from this ceremony.

The junior high school promotion program came into existence when the separately-housed school instituted its "graduation" or "commencement" program. Probably, in these separate schools, there is still a place for a "promotion" program—never a "graduation" or "commencement" program.

Too, nearly all elementary schools have a corresponding ceremony and this, also, can be justified provided the promotional, rather than the "graduation," nature of the event is stressed.

In short, where the junior and senior high school are really but two parts of the same school, we should not favor a separate junior high school program.

● *Should action to be taken up in the student council be discussed in the home room before, or after the council meeting, or at both times?—Russell Ende, Viroqua, Wisconsin.*

Why not at both times? If the council member is supposed actually to represent his home room, then why should not the attitude of his constituency be clarified so that he has something definite to offer when he goes to the council meeting?

Further, following this meeting, why should he not feel responsible to his

group for what the council accomplished, and describe, explain and even, if necessary, justify, it?

It is true that he, even as a representative of his room, may not always be in position to agree with the wishes of the majority of this body. There is no reason why he should always agree—he, as a leader, is presumed to be "ahead" of it in thinking about important measures. At the same time, however, he cannot afford to be too far "ahead." In case his group requires education, conversion, leading, or call it what you will, his is the responsibility.

Sometimes it may be difficult for the representative to decide between loyalty to his group and loyalty to his own convictions. However, with the matter thoroughly discussed at both home room and council meetings, he should be in a good position to decide, and to help his roommates decide and approve his stand.

● *Some teachers think we spend too much time and effort in presenting our school operetta for the purpose of financing a sixth-grade educational trip, usually to New York City or Philadelphia. Neither the school board nor the parents can supply the money. Do you believe that we are justified in putting on an elaborate program which is definitely "extra-curricular," except the orchestra performance, in order to finance this annual excursion?—Phyllis D. Orben, Easton, Pennsylvania.*

First, allow us to correct your terminology. "Excursion," although commonly used by many educators, is inaccurate because it denotes "a sight-seeing expedition." "Trip" is much better.

Yes, we believe that you are justified in staging a program for the support of your trip, *provided*, the trip itself is worth the energy that goes into the program. And you will have to decide this. Undoubtedly, some of our school trips are little more than "excursions," and while, as such, they may have some

value, yet they probably do not have educational value commensurate with what they cost in time, effort, and money.

Obviously, if the trip is sufficiently valuable, educationally, it should be paid for by the board—if this is at all possible. Second choice would be for the parents of those who participate in it to pay the expense. Third choice—if neither of these are really possible—and if the trip is educationally justifiable, the program-idea should be used to finance it.

Here it is a case of “any old port in a storm” or “the end justifies the means.” The important thing is the “end.”

● *Which time is best to start intramural sports, at the noon period, or the last period of the day?—Mrs. W. F. Harrison, Kennard, Texas.*

There is, probably, no one and only one answer to this question. Different activities, settings, and school schedules would mean different answers.

In general, we do not favor using the last period of the day for activities, largely because of the sure-to-come requests for excusings, and the detrimental “out-of-school” atmosphere that is present.

On the other hand an intramural period during the regular schedule may be, in some instance, too short.

Nor are we any more convinced of the value of the noon period. True, it is a sort of recess, but perhaps less strenuous games and activities immediately after lunch would be more healthful.

Personally, we should prefer some regularly scheduled period of the day—almost any period except the first and the last—for intramural athletic sports.

● *What would be an ideal extra-curricular set-up for a school of ..... students?—This is a question that has been submitted many times.*

We know of no such “ideal set-up.” And we doubt if there ever was or ever will be, one. Schools of exactly the same size, differ in buildings, equipment, experience, traditions, community back-

grounds, organization, financing, social status, faculty training, experience and competency, student interests, abilities and potentialities, and in other ways—even in such apparently insignificant items as sunshine, temperature and humidity. And all of these help to determine the extra-curricular program—not only the activities, but also the extent and vitality of participation, and, of course, the ultimate effects or results.

An “ideal program” is based on the most justifiable of educational purposes or objectives, upon student interests and needs, and upon available, or potentially available, materials, equipment and sponsorship. These can be discovered only through continued serious investigation and study, and be capitalized only through a corresponding continued serious application and promotion.

Even then, this “ideal set-up” would never be static; it would vary from year to year, yes, even from semester to semester.

● *Should school dances be one phase of extra-curricular activities in most schools?—C. H. Wood, Madison, Missouri.*

Assuming that you mean secondary schools, we should say “Yes,” and we’d go farther and say “all” schools. “All” is perhaps too inclusive because it includes schools for unfortunates who might have difficulty in dancing, but, for the average high school, we should most certainly approve social dancing.

We are familiar with the prejudices against it—most of which date from the year *one*, or before, and are held by individuals who are incompetent to evaluate this activity—but these prejudices are thoroughly illogical.

The young folks just will dance, and it is better to have them dance acceptably in a good atmosphere and under approved supervision than to have them dance in any way, in any kind of company, under no supervision at some saloon—pardon us, “tavern”—or cheap dance hall.

Further, the school should accept the responsibility for teaching proper form in dancing, as well, of course, as the  
(Continued on page 324)

# How We Do It

C. E. ERICKSON, *Department Editor*

## Vocational Night

HARRIET WRIGHT, *West View High School  
West View, Pennsylvania*

In the fall of last year we presented Vocational Night to the high school students and their parents. The purpose of this program was to acquaint the student with a particular vocation and perhaps give his parents a better understanding of it.

About three weeks before Vocational Night, a committee of three or four faculty members prepared an extensive list of occupations. This list was mimeographed, distributed to a group of senior girls, and presented to the tenth, eleventh, and twelfth grade homerooms. Each student was asked to select three occupations in order of his preference. He could add to the list if he desired.

A committee of teachers and students then tabulated the various occupations and grouped the students according to their preferences. This same committee contacted an expert or specialist in each of the desired fields. After these persons consented to speak, a prepared sheet of probable questions and an outline was sent to each speaker. We had approximately twenty-five groups and the same number of speakers. The speakers included a physician, lawyer, chemist, personnel director, air hostess and others.

The parents came to school that evening with the students. The crowd assembled in the auditorium. The chairman introduced each of the speakers, who at that time simply stood to acknowledge the introduction. A professor from the University of Pittsburgh gave a fifteen minute talk relating to vocations. At the sound of a bell students and parents went to the class rooms. A student host or hostess met each of the speakers, escorted him to the designated room and introduced him to the teacher stationed there. Approximately five minutes was allowed for students and parents to assemble in the various rooms.

The speaker was then introduced and spoke for about three quarters of an hour, giving down-to-earth, worth-while information concerning his particular field. The remainder of the evening was devoted to open discussion. The students and parents were urged to ask questions.

A great deal of work was necessary to prepare and present this program, but the speakers knew what they were to say and said it well. It was both a profitable and an enjoyable evening to the students and parents.

## Our Hobbies

HELEN F. BARR, *Seventh Grade Teacher  
Tyrone, Pennsylvania*

"To live is not sufficient. We need also the joy of living." So speaks one of the world's foremost scientists, who points out that to attain this end we must have moral strength and mental equilibrium. One way to get mental equilibrium is to have an avocation, a way of relaxation, a special pastime,—in other words, a hobby.

Just why these favorite pursuits of ours should be likened to an imitation horse is somewhat of a mystery. Webster tells us that a hobby is "a subject or plan upon which one is constantly setting off." Could it be that back in the times when they named things, to mount a dashing charger, gaily caparisoned, and then ride off into a world of adventure, gave them the idea of calling by the name the same process when applied in the mental field?

Many of us day after day strangle our personalities in the vice of our habits, frittering away our leisure moments. Could we not get more joy in life if we used these moments in a worthy manner? We may acquire hobbies that eventually will be more than mere pastime pleasures; they may bring rich rewards. Certainly, Dave Elman, the originator of the Hobby Lobby in New York City, has been rewarded many times and in many ways.

Elman says in his study of hobbies, he has found the hobbies that have a human interest of helping others and in addition giving us fun in themselves are the kind that give people the most solid pleasure. For example, a citizen in our town who has spent years building a miniature circus which is shown in operation in a store window at Christmas time; another, an invalid, has made a church of different colored matches and used colored paper in the windows. There are such hobbies as music, nature, sports, raising of pets, photography, building, and many others.

The collector is the hobbyist I am going to talk about, of which we have many in our town and even in our school. We have a reading table which we decided to use to hold our collection displays. The magazines were all removed to a large window sill, so they would be available, and the collections were brought in. Every collector had to label his display and then tell briefly the history of it. We displayed on the table a model airplane group, collection of coins, a stamp collection, and a collection of dogs.

These hobbies are a joy to the boys and



girls themselves, and already others have begun to notice and enjoy them. They are receiving a real "joy in living."

### Use of the Ballot Box

GRACE GRITZLER, *Supervisor,*  
EARL LEE, *Principal, 7th & 8th grades*  
*Park Ridge, Illinois*

The Junior Civic Society, composed of all seventh and eighth grade pupils of the Park Ridge public schools, holds the annual student election just as real civic elections are held. The executive board (six officers, chairman of student organizations, representatives from homerooms, and a faculty sponsor) set up the qualifications for each office. Each homeroom chooses suitable candidates on the basis of these qualifications.

On alternate years the election is conducted by means of the direct primary and convention method. Candidates must appear before a general assembly of all students and state their qualifications. Emphasis is placed on the need for each voter to examine the record of each candidate and to become personally acquainted with his qualifications. All pupils must register as qualified voters in correct precincts, must meet resident requirements, etc. Pupils are taught correct procedure at the polls.

Following elections, the new officers are formally installed at an assembly of the entire student body. Officers are made to feel that each privilege carries with it a responsibility.

### Quiz Program

DOROTHY V. NORTH, *East Wheatfield-Armagh High School*  
*Armagh, Pennsylvania*

Despite the fact that assembly programs are and should be, additional opportunities for the development of the initiative, interest, and cooperation of students, they frequently become a hardship for the teacher. Numerous ideas come to mind only to be discarded when investigation shows they have been used in previous programs.

Quiz programs are a current feature on the air. In fact, just like the short play in high school, they are overdone. Every program asks questions, brain teasers, and silly jingles. Only the guests in the studio have an opportunity to answer, hence, it becomes discouraging to the fireside audience to quiet the household, listen intently to the question, frequently know the answer, and have the announcer present five, ten, or perhaps twenty dollars to the only speaker before the microphone.

With this thought in mind, a homeroom group arranged, and sponsored a "quiz program" in our school. The problem of select-

ing the "board of experts" was solved by choosing two representatives from each of the four departments of the school: namely, agriculture, commercial, English, and science. This aroused the interest of all the classes to rivalry. Various sets of published questions furnished the material for the program. In addition to the board of experts, there were two questioners, a time keeper, and a score keeper.

The audience took its place on bleachers. The entertaining group arranged tables on the gymnasium floor facing the students. Each representative department sat at a separate table. The questioners, the time keepers and score keepers sat at an angle facing both the experts and the audience. The questions were given in rotation, each expert receiving one question. If the individual called upon could not answer the question in ten seconds, someone else on the board was permitted to answer it, or if they failed, the audience made response. However, only the correct answers given by the first individuals were counted on the record of a particular department.

In order to break the monotony, several other phases were introduced. Throughout the audience, students were posted with answers to "absurd questions." The questioner would ask the audience as a whole some silly jingle, if no one responded, the student with the answer would give it in all seriousness. This caused many laughs.

At intervals series of classic and modern records were played. After they were identified by the board, the music director led the audience in singing them.

Each member of the two groups receiving the highest number of points for the questions answered correctly was presented with a coupon worth five cents to be cashed in the school candy store. Not much of a prize, but enough to serve the purpose.

### We Tell Our Story

MARIAN V. ISENBERG, *Strafford School*  
*Strafford, Pennsylvania*

About three years ago the principal of Strafford School asked that each teacher have the pupils write the stories of their lives, to be kept in a folder and act as a cumulative record to give an inside, homey story of the child's life and home environment. This project was begun in the third grade.

So that the parents were aware of what was being done, the pupils were asked to copy from the board a little outline of what their parents were to help them find out—where and when they were born, who their parents are, what their fathers do.

From there, the story consisted of the boys and girls' own ideas. How many brothers and sisters they had, how they got their

spending money, whether they earned it or had it given to them, what they did with it, whether they spent all and saved none or put some of it into savings; what they liked to eat; how they were punished, for what offenses; what lessons they liked; their early life, outstanding things that happened to them; diseases they had had; how they felt when they entered the first grade; and what they wanted to be. The story was not rushed, it was taken up from time to time during the year. At the end of the school term it was put together and recopied. This story is kept in a folder and added to each year.

These stories have proved very helpful in the short time that they have been used. They are simple truthful accounts which are often referred to for the answer as to why "Johnny" does the thing that he does. Maybe his problem is that of nutrition, general health, drag from baby disease, home discipline, and many other contributing factors. Even though we can't correct these troubles, because they are out of our jurisdiction, many times we can be just a little more understanding of "Johnny's" peculiarities.

It is interesting to note that only one refusal of information on the part of the parents has been given in the three years of this experiment. In this case when a note was sent home explaining that the information was not meant to pry into home affairs but to benefit the child, the information was immediately forthcoming. For the most part the parents are proud and delighted to furnish the information, are complimented by the interest shown, and appreciate the work and time and effort expended by the teachers to maintain these records throughout the six years at Strafford.

### Our Noon Hour Program

G. B. MARTIN, *Principal, Caro High School Caro, Michigan*

Our noon hour committee was organized because the students and faculty felt that the pupils from the country were loitering in the halls during the noon hour. Having nothing to do, they were getting into mischief.

About two hundred students ride in on the buses, along with those that drive their own cars. These students come from about thirty one-room school districts.

We decided to have a country student from each homeroom to act on a committee to solve the noon hour problem. A survey was made of the students bringing their lunch to find out what their wishes were regarding activities. Four members of the faculty acted in an advisory capacity to the committee.

Having no finances to start with, the committee was forced to get various games by borrowing from students. However, ping pong

sets were available in the school, also basketballs, volleyballs, and a victrola with a loud speaker.

Dancing in the gym was scheduled for Monday and Wednesday. The boys were to have the gym one day a week for basketball, volleyball, or any other group game. The girls were to have the gym on Friday for any such games. On Thursday the boys and girls used the gym together for group games.

A room was set aside for the playing of all quiet games and another room for ping pong.

Since so few of our boys danced, the committee asked if the boys could have a dancing lesson at noon. A teacher was to instruct the boys in dancing on Friday noon. A room was set aside for this purpose, and about thirty boys participated.

The president of the committee appointed students to take charge of the respective rooms, except for Monday and Wednesday. It was necessary to have some faculty member run the loud speaking system for dances on those days.

Last spring when the weather was nice the committee met to find out about having some activities out of doors. It was possible to get some torn soft balls from the physical education department. Through the farm shop class these balls were resewed so they were usable. The committee borrowed several bats from the physical education department, so that they might play soft ball three noons a week. The group still feels that they want dancing on Monday and Wednesday.

The faculty feels that the majority of the committee are somewhat backward in the meetings, but there has been a great improvement. With the small amount of money and the start that has been made, many greater things are expected of the group.

### School Gardening Within the City

DEAN FITZGERALD, *Science Teacher Clinton School, Tulsa, Oklahoma*

"Why don't we have a school garden?" was the spontaneous question raised in one of our science classes last spring. Responses given to the question clearly indicated a preponderant number interested in gardening. Out of it developed a project involving more than eighty per cent of our student body.

During the time that tentative plans were



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being formulated by this group, other classes learned of the proposed procedure and asked to be introduced in the planning. A survey of the entire student body was then made through the science classes to ascertain: (1) the number that had had experience in the growing of either vegetables or flowers; (2) the number that wished to participate in such an experience if given assistance in obtaining seeds; and (3) the number that desired to participate in such a project but had no plot of ground available.

Fortunately, there were only a few individuals who wished to participate but had no space available. These cases were soon disposed of either by others who would share a plot of ground with them or by contacting the owner of a nearby vacant lot who consented to its use for such a purpose. The number who had had previous experience in gardening was small. The number professing an interest and a desire to grow a garden was large from the start, and became larger as the plans began to take form. By the time the school year was completed almost all were involved in the growing of either flowers or vegetables.

Each gardener-to-be was encouraged to plow or to fork his garden early. This was not so much for its agricultural value as for the purpose of convincing each pupil that only a small plot of ground was necessary and advisable. Plans for the space to be utilized were then drawn to scale indicating the rows or beds to be planted. This provided a basis for estimating the quantity of seeds or plants needed, as well as the names of the specific flowers or vegetables to be given additional study by each individual. Seed catalogs in most cases gave the desired information as to time to plant, distance to space apart, amount to plant, and how to cultivate.

The seeds and plants were practically all distributed through the school. A small contribution from a local garden club provided the funds for the nucleus of a seed bank. From this bank the pupils were permitted to check out seeds as indicated by the garden plan that had already been drawn. Also a register was kept on the bulletin board for each class, so that a pupil might register for seeds, bulbs, or plants (1) which he had available for others, (2) which he desired, and (3) which he checked out.

The register proved to be a popular and profitable part of the project. It was responsible for the exchange of many seeds thus aiding to increase the variety of plants grown, particularly flowers.

Some patrons who had learned of the plan contributed their excess seeds and flowers to the bank. One industrial concern that uses many flowers to landscape its premises contributed some iris and canna bulbs. Too,

several hundred tomato, sweet potato, and flower plants were obtained from the greenhouse of a sister school and were distributed through all of the classes in small quantities.

Interest in the project was not difficult to maintain, especially after the seed began to sprout. Boys and girls frequently were seen comparing the size of radishes or the length of beans as evidence that his or her garden was doing well. Occasionally parents came to school to ascertain the name of some flower that the child had brought home.

An evaluation of the results of this project was not attempted. From the point of view of the pupil the value of the project was indicated by the financial gain shown by those who succeeded in selling some of their products; by the joy manifested in having grown better tomatoes than Dad or larger flowers than Mother or by the prize ribbons won at the state fair on products from the pupil's garden. From the point of view of the teacher, the value of the project was indicated by the growth in ability to name, classify, and care for flowers, and by the enthusiastic and active participation of so many in the project.

### Vocational Guidance Club

W. B. JOHNSON, *Principal, and*  
GERTRUDE VAUGHN, *Director of Guidance*  
*Parker High School*  
*Birmingham, Alabama*

Parker High School in Birmingham has an enrollment of 3,500 negro children. It was formerly known as the "Industrial High School." The guidance program is organized on the homeroom basis. The program features workshops, clubs, athletics, music and auditorium assemblies.

One of the interesting clubs is the Vocational Guidance Club. Any student in the school may belong to this club, which aims to make an intensive study of occupations, with the hope that each student will select the occupation for which he is best fitted. Each member keeps a notebook or scrapbook on his chosen occupation. The following outline is used:

1. Name of occupation
2. Why I chose this occupation
3. Nature of work
4. Qualifications
  - a. physical
  - b. mental
  - c. moral
  - d. spiritual
5. Advantages
6. Disadvantages
7. Demand for occupation
8. My qualifications for the occupation
9. A picture study on the occupation

Sometimes the pupil labels his book, using his name as author. His picture is pasted in



the front, followed by a history of his life.

The modern trend in education is for the correlation of academic studies with industrial activities. According to Herbert Spencer, "Education is complete preparation for living." Education cannot be "complete preparation for living," unless Vocational Guidance is brought into play.

It is impossible to win this war without skilled workers, such as mechanics, welders, aircraftsmen, etc. Hence the divine words of the illustrious educator and sage of Tuskegee, "You shall prosper in proportion as you learn to dignify labor."

Vocational Guidance, therefore, is accomplishing much for the student in the Birmingham Public School system in that it is not only enabling him to find employment, but to find his place in society as a whole and to help share responsibility in this great movement, "The Defense Program."

### A Community Institute Develops Community Spirit

(Continued from page 301)

ested in the exhibit, were awarded.

The institute was well attended throughout the entire day, and the purpose of the institute was well realized. The various groups were composed of both rural and village persons.

In the discussion groups rural and village folk exchanged ideas. During the meal time in the cafeteria both groups mingled together. In the gymnasium at the exhibits the farmer saw the wares of the merchant, and the merchant examined the products of the farm. Thus the entire community met together and through this association we believe a better community spirit will emanate.

(Photographs of scenes at the Arcanum Community Institute appear on the front cover of this number of *School Activities*)

### Questions from the Floor

(Continued from page 319)

various social customs and courtesies always associated with it.

● *Should recreational facilities, such as tennis courts, ball grounds, swimming pool, etc., be open to use by students during regular class hours? (Open, that is, to students who have vacant periods)*  
Elsie Charlton, Nashville, Tennessee.

Ordinarily, no. The school's schedule is usually so organized that the so-called "vacant" periods are really not "vacant" at all—they are merely "vacant of classes."

The average six-period school day is built around the theory that a period in

class should be matched with a period of preparation for that class. Hence, if a student carries four subjects (in an eight-period day) he will need the other four periods for preparation. Naturally, any provision whereby a student misses one of these preparatory periods is out of line with the basic principles of the plan. Yes, even if he "has his lesson" such missing would tend to be disorganizing.

A much better plan is for the school to schedule its activities and facilities for regularly specified periods and allow no looseness which can only disorganize curriculum, extra-curriculum and morale.

### The Campus School Program To Help Win the War

(Continued from page 305)

expect to contact many other organizations in the near future, from the standpoint of both learning from them and contributing to their efforts.

The program of the Campus School, like many others that are successfully in progress in the nation, is designed to be one of action. Its aim is to enlist the whole-hearted cooperation of the entire school body in the cause of helping to win the war. It recognizes that a country is strong only to the degree that the citizenry of the country has common purposes and is willing to sacrifice and give complete allegiance to these purposes. It senses the need of understanding the causes we avow.

With widely varying degrees of individual contributions, but with a sure upward surge in general participation, the pupils of the Campus School, like their contemporaries throughout the nation, are making real progress on the home front. Herein lies a challenge to those of us who teach. If we can keep this youthful core of our nation strong, patriotic, and sacrificing, we are keeping faith with those who fight on our far-flung battle lines. Together we may face our enemies without fear. Together we will win the victory. Together we and our allies will determine the nature of the peace.

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# Something to Do

## START A JUNIOR RED CROSS FIRST AID CLUB

C. C. HARVEY, *Principal*  
*Tamms Community High School*  
*Tamms, Illinois*

In the present emergency, health consciousness is the order of the day. With all schools interested in this phase of the program to make America strong, an improvement in the health of the people will, and must, be attained. The Junior Red Cross is vigorously attacking the health problem through a number of projects. One of these is the first aid project.

Write to the American Junior Red Cross, Washington, D. C., for information for use in starting a first aid club in your school. Give instruction to the members of this club and then let them act as instructors for other students who want to learn first aid.

If the cost of first aid kits is too great, see if there is an opportunity to interest someone in the community in purchasing a number of practice kits and donating them to the school. Invite doctors and nurses in the community to give demonstrations and lectures before the club. In the club such things as setting broken bones, treating people for shock, fainting, sprains, etc., may be studied. Not only will a school be doing its part to help with national defense by forming a first aid club, but the club will be a means of stimulating interest in a topic which will be of practical value to people at any time.

## STUDY NEWSPAPERS AS CURRENT HISTORY

ANNE WISHER, *Bloomsburg High School*  
*Bloomsburg, Pennsylvania*

Interest your history class in reading a newspaper as a part of their class work. With this activity as a beginning, develop a current history club. Delegate the various types of war news to special committees—one to report what leading men in the different countries do and say about the war, another to show the positions of the various armies engaged in the war, etc.

Such a club will help students to distinguish between news and propaganda, to know the newly established boundaries of nations, to understand conditions of the present in relation to events of the past, and to comprehend our current tasks of production, transportation, industrial development, and news gathering.

In our school thirty-five students became

enthusiastic about such a project as is outlined here. Two club periods per week were not enough, and discussions carried over into the noon hour. We recommend this activity to schools in need of something to make history more thoroughly real and meaningful.

## PROVIDE VOCATIONAL GUIDANCE THROUGH PANEL DISCUSSION

W. J. BRAHAM, *Superintendent*  
*North Platte City Schools*  
*North Platte, Nebraska*

Further your guidance program through group meetings. Arrange a panel discussion by a physician, a lawyer, an engineer, a registered nurse, a dentist, etc.—each representing one of the so-called “learned professions.” Let each member of the panel discuss briefly his profession—its advantages and disadvantages as a choice of life work—also the general qualifications required of persons entering that particular field.

After the panel is dismissed, direct interested members of the audience to retire to specified rooms of the building where they may meet panel members for conference. Encourage questions that will give the leaders cues to the special interests of their conferees and stimulate further discussion.

Extend this project to include business and other callings less specialized than those mentioned above. Business men and tradesmen will gladly take part in such a program of vocational guidance.

## ORGANIZE A GROUP TO TUTOR BACKWARD OR FAILING STUDENTS

C. C. HARVEY, *Principal*  
*Tamms Community High School*  
*Tamms, Illinois*

Let your student council or honor society aid scholarship and school morale by having a committee to assist backward or failing students. Select students who are particularly fitted in scholarship and other qualities for such activity. Whenever possible, interest students who expect to take up teaching as a career. The work might include helping students who have been absent on account of illness to catch up in their work, conducting clinics on how to study, and organizing special review classes for helping students prepare for examinations.

The project may be started by distributing blanks to all home rooms to find out the students needing help in various subjects. When the names of students needing help are

known, classify them, and assign students for different groups. Give the work careful faculty supervision. In most cases it is better for a tutor to take only one or two students at a time, and in no case more than five. The project of student tutoring has been tried and found successful in many high schools. There are many psychological principles which favor student coaching or tutoring as a means of helping certain students.

### IMPROVE INTER-CLUB RELATIONSHIPS

EDNA VON BERGE, *Kiser School*  
Dayton, Ohio

Build up fine relationships between various clubs of the school by applying some of these ideas.

1. Invite one representative of other clubs as a guest to the social affairs of the club.
2. To avoid antagonism between clubs, particularly as to social affairs, have representatives of each club meet together to decide on the number and kind of activities for the semester or year. There will be less danger of one club trying to out do any other.
3. Have a club representative responsible for getting news of all clubs in each issue of the school paper to eliminate the possibility of one club's having much publicity and other clubs little or none.
4. Form a club joint ways-and-means committee to decide upon the methods of making money for each club, to avoid any one club from monopolizing one or several projects.
5. Appoint a member of the club, or allot this duty to the secretary, to write frequent notes of appreciation for cooperation, or congratulations for work or social affairs well done.
6. Have clubs jointly sponsor one or several school services such as managing a campaign, planning a welcome party for new students, or arranging a school assembly.

### GIVE STUDENTS WORK EXPERIENCES

C. C. HARVEY, *Principal*  
Tamms Community High School  
Tamms, Illinois

Work experience should be part of the training of every boy and girl in America. "Not only does training in work habits cultivate physical stamina and other qualities which develop with experience in concentration or physical labor, but it also provides for a need of adolescents which the schools have never been able to meet," says the American Youth Commission.

Your school may provide certain opportunities for work in the curriculum, in the extra-curricular program, and in community

participation. In shops and laboratories, in the programs of such groups as the 4-H Clubs or Future Farmers of America, in National Youth Administration Projects, in activities such as "Clean-up Campaigns," your school can provide work experiences for boys and girls which help them to develop maturity and independence and stand them in good stead when they are ready for jobs.

Other ways in which your school may help to develop work experience programs for their schools are: Encourage the families of students to provide work opportunities. Stimulate individual students to develop opportunities for work through inventiveness. Help students to develop hobbies which give training in work experiences. Form a committee in the school to cooperate with local agencies in organizing opportunities for productive labor. Organize an Employment Bureau in the school to aid in the placement of students in part-time jobs, or to get private employers to engage young people to work as learners while they are being trained for full employment.

### Pan-American Day at Central Junior High

(Continued from page 294)

mittee of the School City has asked that they be made available to anyone wishing to borrow them for a short time as an aid in learning about our neighbors to the south. The high school band has used them a second time at a very important concert which they gave and which was attended by six South Americans who are touring the country visiting schools and band instrument factories.

Building interest in the Americas is most vital at this point in history, and we feel that we have made a very important gain through this project.


After the war we may expect either a dangerous restlessness or an equally dangerous apathy unless we are as energetic in organizing peace as we have been in organizing war.—Dr. Robert Dick Gillespie.

We should choose those arts and crafts that have developed step by step with the needs of the race, and that hold unlimited possibilities for exploration, adventure and accomplishment.—Chester G. Marsh.

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# On the Alert!

**America Must and Will Win the War!**

**America Must and Will Win the Peace After the War!**

The Japanese military leaders, by their treacherous attack have given us no alternative. America must go ALL out for winning the war.

The youth in our schools today who are too young to shoulder a gun and march away to help win the war have an even greater responsibility in winning the peace which will follow and in making a repetition of this terrible war utterly impossible.

You, school executives and teachers, have as great a responsibility as have our military leaders in this job. It is going to require the very best there is in all of us.

SCHOOL ACTIVITIES is consecrated to the task of giving you everything possible in the way of ammunition for carrying forward the campaign of defending and extending our democratic freedom.

We not only have a very important job of helping to win the peace after the war has been won, but we can also cooperate in helping to win the war by preventing all useless waste of materials. In this conservation of materials we ask your fullest cooperation at this time.

Due to defense needs, some printing and paper supplies will not be available for the usual peace-time demands. The price on other supplies still available in limited quantities has risen.

Because of this situation, the SUBSCRIPTION PRICE of SCHOOL ACTIVITIES must be increased next fall to offset these increasing costs of publishing.

You can help us keep these costs down by renewing your subscription early. Tear out the coupon below, *fill it in carefully, and mail it promptly*. We will send you a statement for payment next October first. This cooperation on your part will save us mailing you renewal notice; it will permit our office force to keep busy during the slack summer months; it will save some printing materials to help out on our defense needs, and it will make it possible for you to have SCHOOL ACTIVITIES AGAIN NEXT YEAR at the present low price of only \$2.00. Renew NOW—pay NEXT OCTOBER.

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# Comedy Cues

## PLUTOCRAT

Johnny, ten years old, applied for a job as grocery boy for the summer. The grocer wanted a serious-minded youth, so he put Johnny to the test.

"Well, my boy, what would you do with a million dollars?" he asked.

"Jiminy crickets! I don't know—I wasn't expecting so much at the start."

## NO FEAR

"I hope you're not afraid of microbes," apologized the teller as he cashed the school teacher's check with soiled currency.

"Don't worry," said the young thing, "a microbe couldn't live on my salary."—*Michigan Education Journal*.

Service Station Man: "Where's your radiator cap?"

Private: "On the front end of my car, but please don't call me 'Cap.'"

While the late Dr. Charles Eliot was the active head of Harvard University, someone asked why the noble institution had acquired a reputation as the nation's greatest storehouse of knowledge.

"I'm sure I do not know," responded the good Doctor, his old eyes twinkling merrily, "unless it is because the freshmen bring us so much of it and the seniors take so little away."

## SELF EDUCATION

Old Uncle Nehemiah had been very much occupied all by himself over in a corner by the fireplace. He was working with a stub of pencil and a piece of paper.

"Dog-gone," he exclaimed happily, "if I ain't learned to write!"

Maw got up and looked over the scrawl. "What do it say?" she asked.

"I don't know," Nehemiah replied with a puzzled frown. "I ain't learned to read yet."—*Wisconsin Journal of Education*.

Teacher: "Who can tell me when the Dark Ages were?"

Bright Boy: "That must have been the time when they had so many knights."

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## GENNETT RECORDS

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## SCIENTIFIC PHENOMENON

Teacher: "What happens when a body is immersed in water?"

Smart Alec: "The telephone rings."—*Scholastic*.

## ABILITY DEFINED

Son: "What is executive ability?"

Father: "Executive ability, my boy, is the art of getting the credit for all the hard work somebody else does."—*Journal of Education*.

## "WHAT TO SELL"

Don't sell me a gymnasium—

Sell me the thrill of the game and the joy that comes from abundant health.

Don't sell me a swimming pool—

Sell me the exhilaration of diving or the quickening of the circulatory system which follows a vigorous swim in purified water.

Don't sell me handball courts—

Sell me the fellowship of like-minded men, who enjoy friendly competition in wholesome sports.

Don't sell me a library or reading room—

Sell me pleasant hours with great minds and an improved knowledge of world affairs.

Don't sell me a room in the residence—

Sell me a home that has comfort, cleanliness and contentment.

Don't sell me a cabinet bath, a sun treatment or a massage—

Sell me immunity from colds, a new zest for my job, and a brighter outlook on life.

Don't sell me a Y.M.C.A. membership—

Sell me an affiliation with a world-wide Association of men united in a program of mutual helpfulness and Christian service.

Don't sell me things—

Sell me ideals, fellowship, good health, a keen mind and an opportunity to serve God and my fellow men.

—By J. L. Nelson, Executive Secretary.

Lawson Y.M.C.A., Chicago, Illinois; from

"Evanston Live 'Y'er," November 27, '41.

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